

**IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT  
THROUGH ANIMATION FILM AT ELEVENTH GRADE OF SMA**

**NEGERI 1 CINANGKA**

**(Classroom Action Research)**

**Research Paper**

*Submitted in Partial Fulfillment of*

*The Requirement for SI Degree*

*In*

*English Department of*

*Teacher's Training and Education Faculty*



**By**

**UMI KHASANAH**

**2223080115**

**ENGLISH DEPARTMENT**

**TEACHER TRAINING AND EDUCATION FACULTY**

**UNIVERSITY OF SULTAN AGENG TIRTAYASA**

**2015**

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

# APPROVAL SHEET

Research Title : Improving Students Ability in Writing Narrative  
Text through Animation Film at Eleventh Grade  
of SMA Negeri 1 Cinangka

Student's Name : UMI KHASANAH

NIM : 2223080115

Program : English Department / Strata (S1 degree)

Department : Language and Art

Faculty : Teacher Training and Education

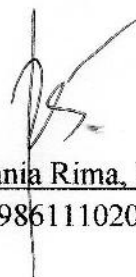
Approved by,  
Advisor Committee

First Advisor

Second Advisor



Dr. Yudi Juniardi, M.Pd, Dipp.App.Ling  
NIP. 197406052003121001



Rosmania Rima, M.Pd  
NIP. 198611102008122004

Known by,  
The Head of English Study Program



Sutrisno Sadji Evenddy, M/Pd  
NIP.1979071720050110022

1. Examination Committee

a) Chairperson



**Dr. Yudi Juniardi, M.Pd, Dipp. App. Ling**

NIP. 197406052003121001

b) Examiner



**Sutrisno Sadji Evenddy, M.Pd**

NIP. 1979707172005011022

c) Secretary



**Rosmania Rima, M.Pd**

NIP. 198611102008122004

2. Dean of Teacher Training and Education Faculty



**Drs. H. Suherman, M.Pd**

NIP. 195902141985031003

## PROPERTY STATEMENT FORM

Name : Umi Khasanah  
Nim : 2223080115  
Place, date of birth : Serang 19<sup>th</sup> February 1990  
Address : Kp. Gudang Kopi Barat RT/RW 002/006  
Kecamatan Anyar  
Desa Anyar  
Serang-Banten

I hereby declare that my Research Paper entitled

**“IMPROVING STUDENTS ABILITY IN WRITING NARRATIVE TEXT THROUGH ANIMATION FILM AT ELEVENTH GRADE OF SMA NEGERI 1 CINANGKA”**

In my own original work and no parties of my research paper has been copyright previously unless properly referenced.

If there is a breach of item above, I will take full responsibility to Sultan Ageng Tirtayasa University for any legal action that might be caused.

Serang, July 2015



Umi Khasanah  
NIM.2223080115

## ABSTRACT

### Improving Students' Ability in Writing Narrative Text through Animation Film At Eleventh Grade of SMA Negeri 1 Cinangka (Classroom Action Research)

By

Umi Kahasanah (080115)

In the senior high school there are many kinds of text that have to be learned by the students, especially for them to learn writing. The subjects of this research were the eleventh grade of SMA Negeri 1 Cinangka and which was held on April 22<sup>nd</sup> to 8<sup>th</sup> May, 2015. The researcher was interested in doing the research for some reasons; the students get difficulties in writing narrative text, they are difficult to deliver their ideas into a piece of writing, they were not interested in learning writing, they did not pay attention to the teacher explanation and also the students have problem in grammar, vocabulary and the content. To solve that problems, the researcher tried to find interesting method in learning process used the animation film in teaching writing narrative text. The uses of media like animation film have goals to give the students opportunity to express their own ideas. The aims of the research were to describe the process of teaching students writing narrative text through animation film and to find out the improvement of students' ability in writing narrative text through animation film. The researcher used qualitative and quantitative study by using Classroom Action Research, which consisted of 4 stages namely; planning, acting, observing and reflecting. It was conducted two cycles, cycle 1 consisted of three meetings and cycles 2 consisted of two meetings, and the researcher gave the pre-test and post test to the students. The subjects of the research was the eleventh grade of SMA Negeri 1 Cinangka which consisted of 23 students. To find the data the researcher used writing test. The result of the research based on the data, cycle 1 and cycle 2 had been implemented were proven from the test. The test in cycle 1 was 72.4 and cycle 2 was 77.4. So the students score based on the data cycle 1 and cycle 2 improved around 5. It means that teaching students' writing narrative text through animation film as a media has been proven improved the students writing ability.

*Keyword: Writing, Narrative text, Animation film*

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## CURRICULUM VITAE



The researcher's full name is Umi Khasanah, usually call Umi, born on Serang, 19<sup>th</sup> February 1990. She was born from happy couple named Usman and Susilowati. She lives at Kp. Gudang Kopi Barat-Anyar, Desa Anyar, Kecamatan Anyar, Kabuupaten Serang-Banten.

The researcher took her kindergarten at TK Sri Indah Anyar (1995) and had Elementary school at SDN 1 Anyar (2002). Then she continued her study at SMPN 1 Anyar (2005) and SMAN 1 Cinangka (2008), and then she enrolled in Sultan AgengTirtayasaUniversity of English department.

### PERINGATAN !!!

1. Dilarang mengutip sebagian/ seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/ seluruhnya karya tulis ini dalam bentuk apapun.

## DEDICATION

*I dedicated this paper to:*

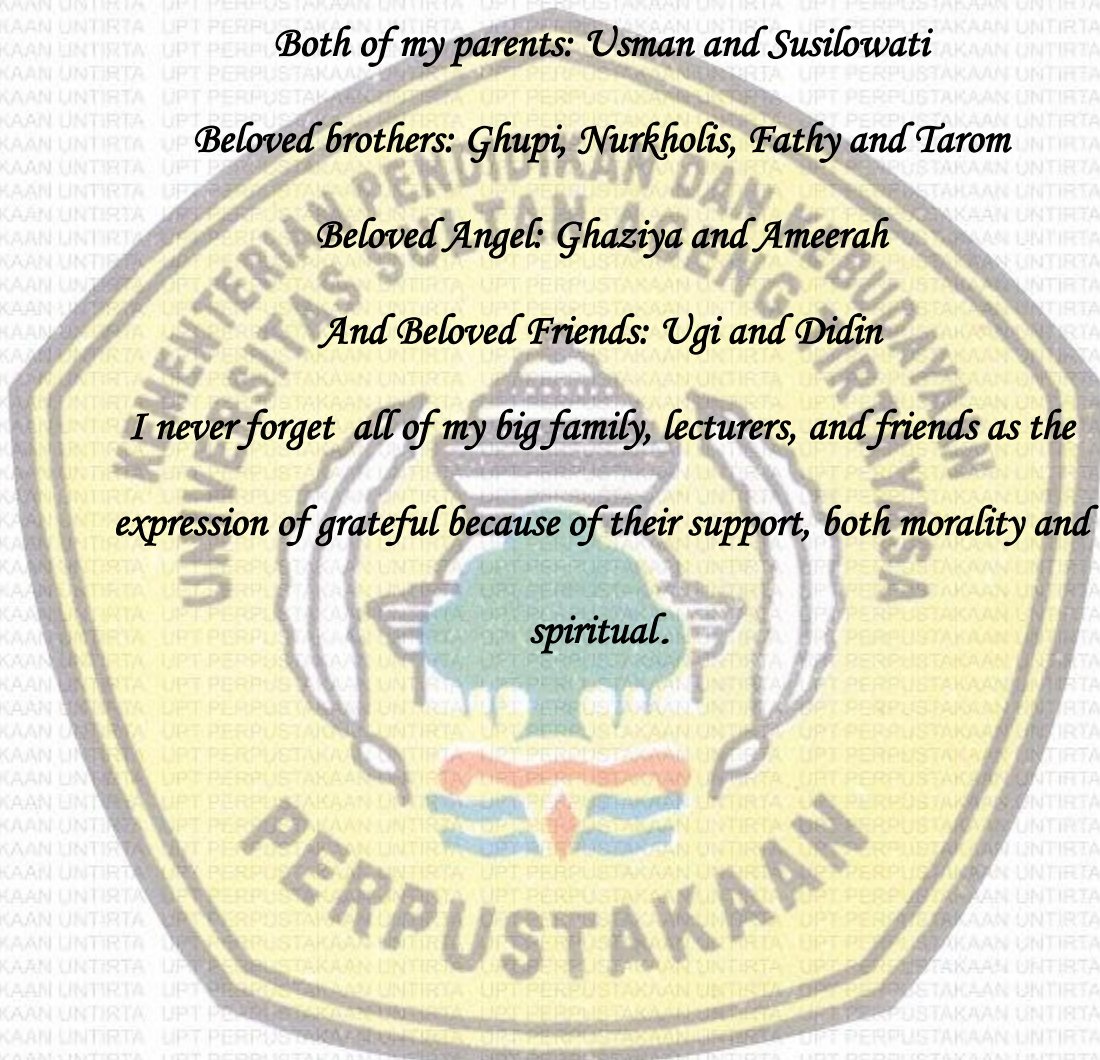
*Both of my parents: Usman and Susilowati*

*Beloved brothers: Ghupi, Nurkholis, Fathy and Tarom*

*Beloved Angel: Ghaziya and Ameerah*

*And Beloved Friends: Ugi and Didin*

*I never forget all of my big family, lecturers, and friends as the expression of grateful because of their support, both morality and spiritual.*



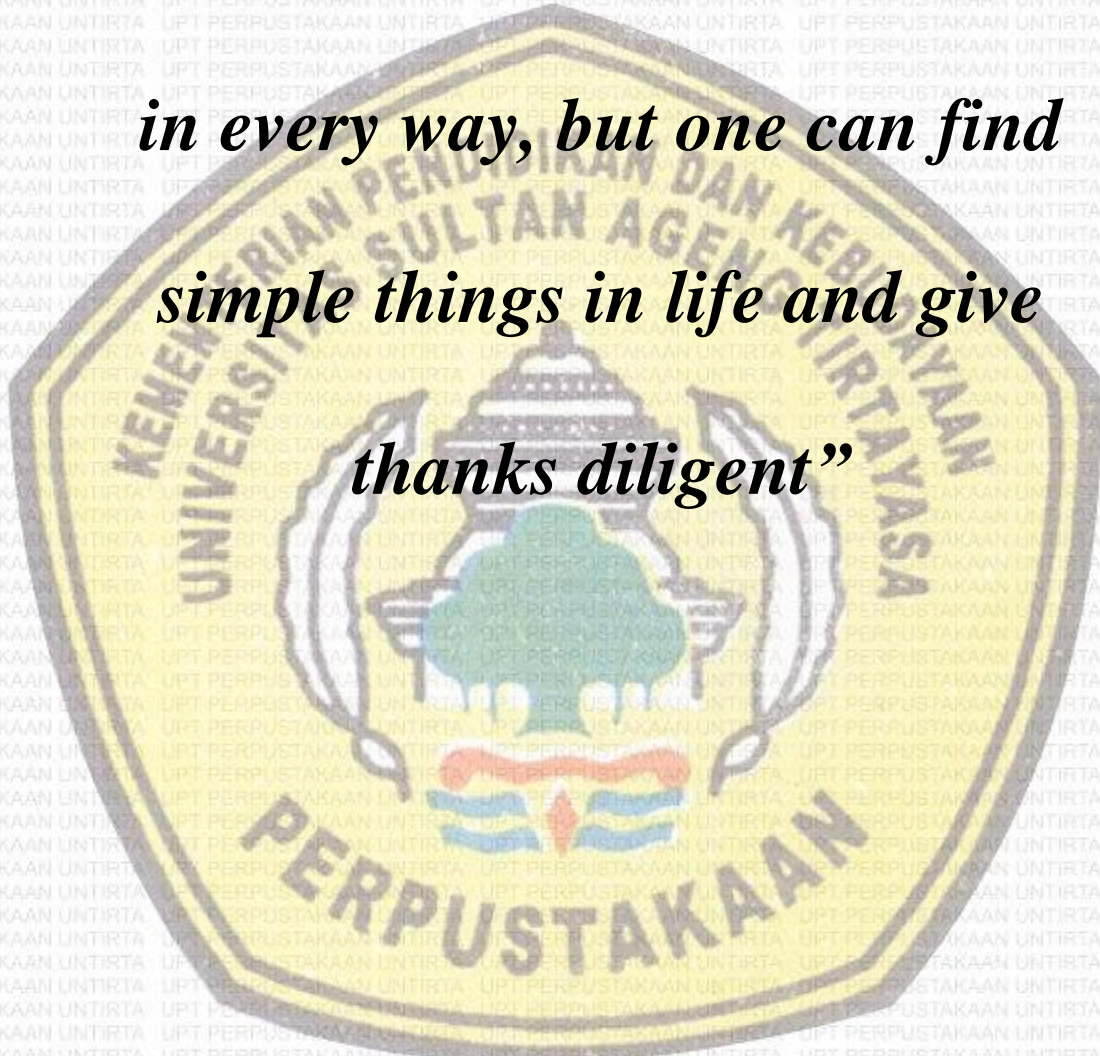
### PERINGATAN !!!

iii

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

**MOTTO IN LIFE**

*“Happy people is not a great man  
in every way, but one can find  
simple things in life and give  
thanks diligent”*



**PERINGATAN !!!**

1. Dilarang mengutip sebagian/ seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/ seluruhnya karya tulis ini dalam bentuk apapun.



## ACKNOWLEDGEMENT

*Bismillahirrohmanirrohim*

*Alhamdulillahirobbil'alamin*, In the name of ALLAH SWT, the cherisher and sustainer of the worlds who has been giving mercy and blessing to the researcher to finish this research paper entitled "Improving Students' Ability in Writing Narrative Text through Animation Film at Eleventh Grade of SMA Negeri 1 Cinangka.

Finally, the researcher has succeeded in completing this paper and it is aimed to fulfill one of the requirements of S-1 degree for English Department at Teacher Training and Education Faculty of Sultan Ageng Tirtayasa University.

The researcher is greatly indebted to many people who had helped me completing this research proposal paper.

1. Prof. Dr. Soleh Hidayat, M.Pd, as the head of Sultan Ageng Tirtayasa University.
2. Drs. H. Suherman, M.Pd, as the dean of Teacher Training and Education Faculty.
3. Dr. Yudi Juniardi, M.Pd Dipp App Ling, as the first advisor who has given her time for guiding, giving correction and suggestion in completing my research paper.
4. Rosmania Rima., M. Pd, as the second advisor who has helped, and given motivation and encouragement to the researcher so that she could complete this research paper.

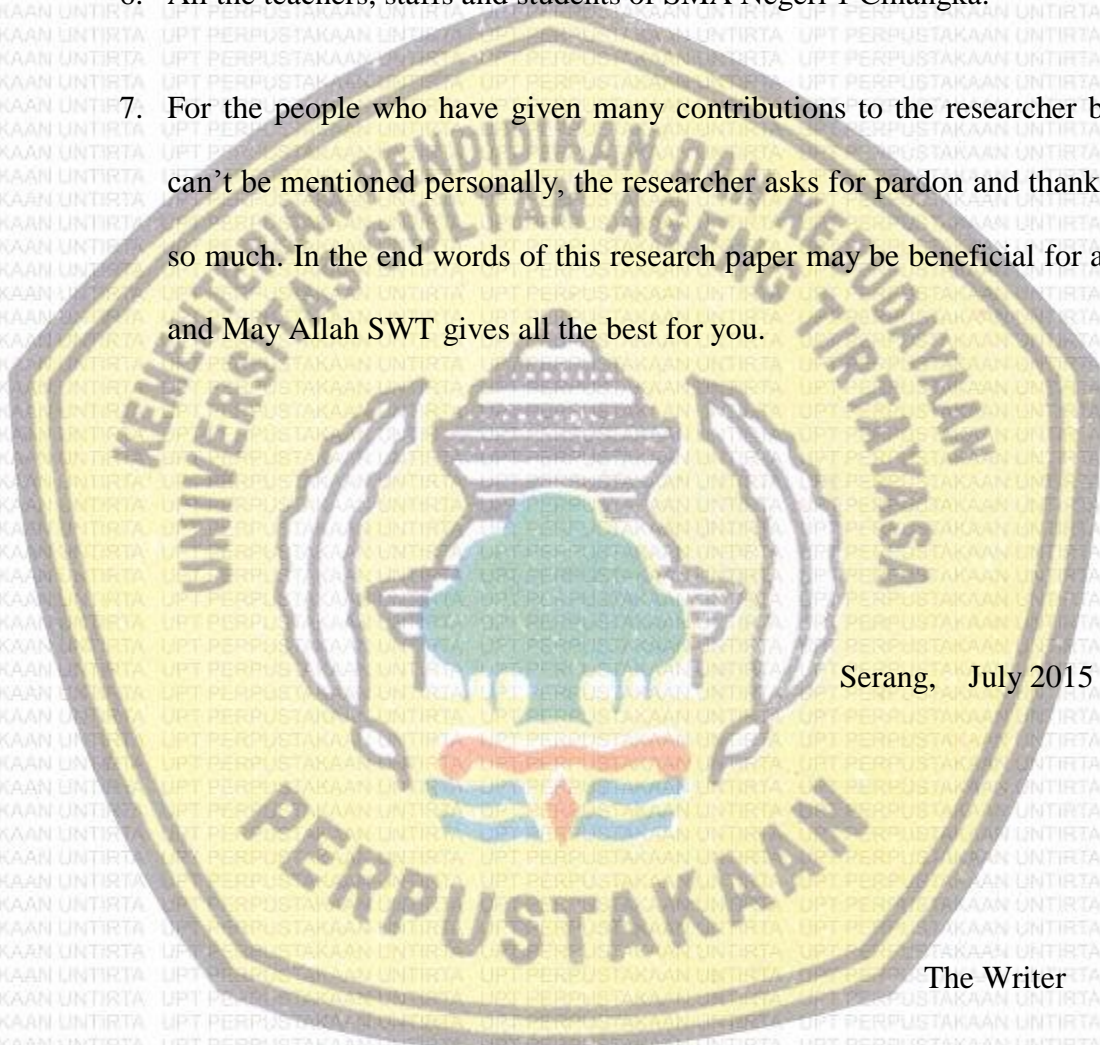
### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

5. Her beloved parents (Usman and Susiloeati) who always give support and pray. The biggest thank is also given to her brothers ( Ghupi, Nurkholis, Fathy and Tarom).

6. All the teachers, staffs and students of SMA Negeri 1 Cinangka.

7. For the people who have given many contributions to the researcher but can't be mentioned personally, the researcher asks for pardon and thanked so much. In the end words of this research paper may be beneficial for all, and May Allah SWT gives all the best for you.



Serang, July 2015

The Writer

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/ seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/ seluruhnya karya tulis ini dalam bentuk apapun.

## TABLE OF CONTENT

ABSTRACT.....	i
CURICULUM VITAE.....	ii
DEDICATION.....	iii
MOTTO IN LIFE.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
TABLE LIST.....	ix
APPENDIX LIST.....	x

<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Research.....	1
1.2 Identification of the Research.....	3
1.3 Limitation of the Research.....	4
1.4 Formulation of the Research.....	4
1.5 The objective of the Research.....	4
1.6 The Uses of Research.....	5
1.7 The Scope of Research.....	6
1.8 Operational Definition.....	6
1.9 The Organization of the Paper.....	7

<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>9</b>
2.1 Writing.....	9
2.1.1 Concept of Writing.....	9
2.1.2 The Process of Writing.....	10
2.1.3 Teaching Writing.....	12
2.2 Narrative Text.....	13
2.2.1 Definition of Narrative Text.....	13
2.2.2 Types of Narrative.....	14
2.2.3 Generic Structure of Narrative.....	15
2.2.4 Language Features of Narrative.....	15

### PERINGATAN !!!

vii

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

2.2.5 Teaching Writing Narrative .....	16
2.2.6 Teaching Learning Cycle .....	17
2.3 Film.....	17
2.3.1 General Concept of Film.....	17
2.3.2 Elements of Film.....	18
2.3.3 Types of Film.....	21
2.4 Animation Film .....	22
2.5 The Advantages of Film in Teaching Writing.....	23
2.6 Film as Visual Aids in Teaching Writing.....	24
2.6.1 Applying Animation Film in Teaching Writing Narrative Text.....	25
2.7 Previous Studies .....	26
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>29</b>
3.1 Research Method.....	29
3.2 Subject of Research.....	30
3.3 Research Procedure .....	30
3.4 Data Source .....	33
3.5 Data Collection.....	33
3.5.1 Data Collection Instrument.....	33
3.6 Data Analysis Technique.....	36
<b>CHAPTER IV RESULT AND DISCUSSION.....</b>	<b>39</b>
4.1 Result of the Research.....	39
4.1.1 Introduction of the Research .....	39
4.1.2 Implementation in Cycle 1 .....	39
4.1.3 Implementation in Cycle 2 .....	43
4.2 Discussion.....	46
<b>CHAPTER V CONCLUSSION AND SUGGESTION.....</b>	<b>48</b>
5.1 Conclusion.....	48
5.2 Suggestion .....	51
REFERENCES .....	53
APPENDIECES	

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan,dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## TABLE LIST

Table 1	The score of pre-test
Table 2	The score of post-test 1
Table 3	The score of post-test 2



### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## APPENDIX LIST

Appendix 1 Semi Structured Interview Form

Appendix 2 Pre-Test

Appendix 3 Post-Test 1

Appendix 4 Post-Test 2

Appendix 5 Observation Sheet

Appendix 6 RPP

Appendix 7 Paper Students of Pre-test

Appendix 8 Paper Students of Post-test 1

Appendix 9 Paper Students of Post-test 2

Appendix 10 Documentation

Appendix 11 Letter



### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

# CHAPTER I

## INTRODUCTION

This chapter elaborates the background of the research, identification of the research, limitation of the research, formulation of the research, the objectives of the research, the uses of the research, the scope of the research, operational definition and the organization of writing.

### 1.1 Background of Research

English is one of the foreign languages which are thought in formal school. It is learnt from elementary school up to universities. Hycraft (1978:8) states that there are various skills in mastery of English language: respective skill ⇒ listening (understanding the spoken language), reading (understanding the written language), and the productive skill ⇒ speaking and writing.

In Indonesia, teaching English is focused on the student's communicative competence. It can be oral and written form. One of the essential skills in English that the students should learn is writing. Lewis (1993:186) states writing is productive skill and it is important to be developed in classroom (KTSP).

Studying English is not a new thing for the students of senior high school. Although English is not a new thing for the students of senior high school, in fact they still have many difficulties in studying English, especially in writing.

From the observation which was done at SMAN 1 Cinangka, writing is one of the difficult subjects in the school since the students have to produce a text by using English. In writing, the students must write about what they think in their

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

mind and state on a paper by using correct procedure. In the learning process there were some problems in students writing. Firstly, they did not pay attention of the teacher's explanation about the material. Secondly, they were not interesting in learning writing. Thirdly, they did not have concentration when they write, they still confused to understand. Fourth, the teacher found their students have problem also in grammar, vocabulary and the content.

There is another factor that makes writing be the most difficult subject; the other reason is that there are a lot of many kinds of text in English, such narrative, descriptive, recount, anecdote, spoof and many more. Narrative text is one of the texts that difficult enough to learn by students in senior high school. In the writing process students usually feel difficult or find problems when they want to write narrative text. They still confuse to start writing because they did not know how to express their ideas. It makes the students feel bored and not enthusiastic in learning writing in English. The students have been frustrated if they have no ideas in their mind to develop their writing. Sometimes they cannot sit down quietly and talk with another friend about writing assignment. Furthermore, when they write, they often make mistakes in organization of the text and could not put their ideas in the right part of their writing.

To solve that problem, the teacher must find out an interesting media in learning process. The teacher should think about how to create a fun, enjoyable, and comfortable learning. The teacher chooses one of kind's visual aids for the teaching learning process. When the teacher uses one of kind of media, the teacher must make the students comfortable with the material in the classroom so the students can easily understand the material. Kreidler (1965:1) said that using any

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



kind media has goals to give the students the opportunity to express their own ideas, using the language pattern that they have learned. And that the students need this kind of opportunity in order to begin to use English in a way that enables them to express their ideas, interest, feelings and needs clearly, correctly and confidently.

Therefore, in this research the researcher will use visual aid which has an important function to the teacher in teaching and learning process. The researcher will use animation film to improve the student's ability in writing narrative text. The researcher hopes that by using animation film the students will be more interested in learning writing in class and also the teacher hopes that the students can explore their ideas in writing.

Derived from the statement above, the researcher would like to study whether using animation film in the learning process can improve the student's ability in writing narrative text or not. Thus the researcher conducts the research entitled **“Improving Student's Ability in Writing Narrative Text through Animation Film at Eleventh Grade of SMA Negeri 1 Cinangka”**.

## 1.2 Identification of Research

Based on background above, the researcher would like to identify the problems as follow:

- 1). The students mindset about writing is difficult subject to be learnt.
- 2). The students have low interested in learning writing.
- 3). The students did not pay attention of the teacher explanation in learning writing.

### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- 4). The students feel bored more fast.
- 5). The students still confuse when they are writing narrative text.

### 1.3 Limitation of Research

Writing is one of the skills that chosen in this research. Narrative text is one of the texts to be researched. And also the researcher limits the problem on the use of animation film to improve student's ability in writing narrative text. The subjects of the research are eleventh grade of SMAN 1 Cinangka.

### 1.4 Formulation of Research

Based on the background above, the researcher formulates the problem as follow:

1. How is the process of teaching narrative text through animation film at the eleventh grade of SMAN 1 Cinangka?
2. How is the improvement of student's ability of SMAN 1 Cinangka in writing narrative text?

### 1.5 The Objective of Research

1. To describe the process of teaching narrative text by using animation film at eleventh grade of SMAN 1 Cinangka.
2. To know the improvement student's ability through animation film in writing narrative text.

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## 1.6 The Uses of Research

### a. Theoretical Use

The research can be useful to other researcher who wants to conduct a research that is related to teaching English process.

### b. Practical Use

In practical terms, this research can provide significant benefits for individuals and institutions. The benefits are as follows.

1. For teachers, it can be a new way to develop the teaching medium which applies in the school. They can use animation film as an alternative media in teaching writing narrative text.
2. For students, the process of the research will be useful for them, as the aim of the research is to improve their ability in writing narrative text. The students will be treated better in the learning process. This study may motivate the students who have problems in writing especially in writing narrative text.
3. For schools, this research can be used to overcome the problem of teaching writing narrative text, and this research provides a good contribution in order to improve the quality of learning.
4. For the researcher herself, it can add insight and she can get valuable experience which can be used for doing a better action research in the future.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## 1.7 The Scope of Research

This research focused on the writing the narrative text through animation film to improve the student's ability at eleventh grade of senior high school at SMA Negeri 1 Cinangka.

## 1.8 Operational Definition

### 1. Writing

Murray and Moore (2006:30) state that writing sometimes takes for us to get our thought, ideas, structures, evidence and analyses down on paper.

The researcher conclude that writing is a skill to express their ideas, thought and memories into written form, either from sentence, paragraph, text or composition which need some practice done by step.

### 2. Narrative Text

According to Purnama (2011:86) state that narrative text is kinds of text that related the story of acts or events, it place occurrences in time and tells what happened according to natural time sequence. There are many kinds of narrative text, such as fairy tales, mysteries, fables, romances, adventures stories, myths and legends. It means that narrative text is very suitable for the students in writing class because they can easily to express their own ideas drawn from their experience at school, house or anywhere in their writing narrative text.

### 3. Film

According to Danesi (2002:134) film is a series of images that are projected into a screen to create the illusion of motion. Broadwell and Thompson (1947:50) defines the types of movie or film as follow; documentary film,

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

fictional film, animated film, and experimental or avant-grade film. The researcher can use animation film in this research, because film as one of visual aids that is used in a writing class.

#### 4. Animation Film

According to Ariesy (2011:35) animation film is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequence of frames takes on the illusion of motion. This film uses computer graphics in creating animated images.

### 1.9 The Organization of Writing

The researcher uses chapter as the system of the research that is divided into five chapters. Every chapter has some subchapters.

**Chapter I is Introduction.** This chapter presents nine subchapters. They are background of research, identification of research, limitation of research, formulation of research, objective of research, uses of research, scope of research, operational definition, and organization of writing.

**Chapter II is Theoretical Framework.** This chapter presents the concept of writing, narrative text, film, animation film, and the advantages of film in teaching writing, film as visual aids in teaching writing and previous study.

**Chapter III is Research Methodology.** This chapter consists of research method, the place of time of study, subject of the research, research procedure, data source and data collecting technique and also data analysis.

**Chapter IV Result and Discussions.** This chapter consists of result of the research and discussions.

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Chapter V Conclusion and Suggestion. The last chapter consists of conclusion and suggestion.



**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents relevant theories to the research. In detail, this chapter will explore some literature review about writing, narrative text, film, animation film, the advantages of film in teaching writing, film as visual aids in teaching writing, and previous study.

#### 2.1 Writing

##### 2.1.1 Concept of Writing

Writing is the process by collecting all ideas or data that we have, managing it then providing it into the good result which also known as product.

The writer can write everything on paper about what they think. Ager (1998:48) states that writing is a method of represents language in visual or tactile form.

Basically it represent of human thought. Murray and Moore (2006:30) state that writing sometimes takes for us to get our thought, ideas, structures, evidence and analyses down on paper. Carter et all (2009:91) state that writing is the product of the authors creatively. It means that the writer create the thing that is produced from their minds creatively into writing.

From the theories above, the researcher can conclude that writing can be said as one of the way to produce language in a particular situation when we want to share our ideas or anything and we can put into words on paper and we can still revise them before we share or publish them to the reader.

### 2.1.2 The Process of Writing

Widdowson (1973:234) states that writing is much a slower process either speaking or reading. Teaching writing does not only focus on the result but also the process of writing. The process of writing is not easy as it seem, because writing is complex and difficult to teach since it does not only mean to put down a graphic on a piece of paper, but when someone start to write, he or she does not exactly follow the same basic steps as they write, it just flows on their mind. Harmer (2004:86) states that writing process is the stage that a writer goes through in order to produce something in it is final written form. There are four steps of writing processes: planning (re-writing), drafting, revising and editing.

First is planning (re-writing). Planning or pre writing is any activity in the classroom that encourages students to write. Second are drafting. The writers are focused on the fluency of writing and are not occupied with the grammatical accuracy or the neatness of the draft. Third are revising. Revising is not merely checking for language error (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer on the reader. Fourth are editing. Students are engaged in tidying up their text as they prepare the final draft for evaluating by the teacher.

According to Blanchard and Root (2004:11) explain briefly about three steps in writing as a process: prewriting; generating ideas. Then, writing; using ideas to write a first draft. The last is revising and editing; improving what have written.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



Meyers (2005:3) explains that there are six steps to write well. Those are:

exploring ideas, pre-writing, organizing, writing a first draft, revising the draft, and producing the final copy.

First step is exploring ideas. Writing first involves discovering ideas. It considers three points; there are, subject, purpose and audience. Firstly, choose a subject that you care about you know and you know about, then you will have something interesting to write and you will write more clearly and confidently. Secondly, what purpose hopes to achieve. The last, what your audience that will determine what you say about your subject is. Second steps are pre writing. The second step of writing process involves writing your thoughts on paper or on computer screen. When you write do not worry about grammar, exact your choice, spelling or punctuation because you will change your mind and your wording later anyway. Third steps are organizing. The next steps after you have put your ideas into words begin to organize them. This process involves selecting, sub acting, and adding ideas then outlining them. Fourth steps are writing a first draft. You have done some pre writing, selected your best ideas, expanded on them and arranged them in reasonable order. Next you can begin your first draft. The fifth steps are revising the draft. Return your draft later and revise it several times, perhaps after getting reaction of other people, add new idea and try to improve organization. And the last steps are producing the final copy. The last step is producing the final copy when you are reasonably satisfied with your work, edit the draft and make another if you find error.

Harris (2004:68) states that writing involves five components. Firstly is on content. It consists of the substance of writing and ideas expressed. Secondly is on

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

the form used. It is about the organization of the content. Thirdly is on the grammar, the employment of grammatical form and syntactic pattern. Fourth is on the style. It is about the choice of the structures and lexical items to give a particular tone or flavor to writing. Fifth is on mechanic, the use of graphic convention of the language.

From those opinions above, the researcher assumed that writing is not a simple activity. In the process of writing the writer must pay attention in each steps of the process to get good result in writing. It can shows, that writing is needed creativity and carefulness on that process.

### 2.1.3 Teaching Writing

Writing is the most important parts in teaching learning English. Meyers (2005:2) states that writing is a way to produce language when you do and when you speak. Writing is communicating with others in a verbal way. Writing is also an action process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constraint of genres, and then these elements have to be presents in learning activities. Boardman (2002:11) states that writing is continuous process of thinking and organizing, rethinking and reorganizing. Writing is powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written words.

From the verse above, the researcher can conclude that writing is a way to produce language that comes from our thought. Writing is the process of thoughts,

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

expressing, discovering and organizing ideas to put all of them on a paper or computer screen.

In Indonesia, teaching writing in senior high school becomes not easy job for the teacher. It is because when the students start to write they need more time to think and in the writing the students must pay attention on a grammar rule and vocabulary. There is another factor that makes writing is the most difficult subject. The other reason is that there are a lot of many kinds of text in English such as narrative, anecdote, descriptive, spoof, recount and many more. In each text have different characteristics. There are social functions, generic structures, and language features.

In the teaching writing the teachers are faced on the difficulties related to make their students can transfer their ideas into writing. And one of the difficulties in teaching writing is about low exciting students in learning writing.

For this reason, it is very important for the teacher to know how to teach writing English enjoyable and can make the students excite and more interest in learning writing narrative text. And the alternative ways to teach writing narrative text, in this research the researcher offers one of media that is used in writing class. It is teaching writing using animation film.

## 2.2 Narrative Text

### 2.2.1 Definition of Narrative

There are many texts that the students learn in the eleventh grade of senior high school. Narrative text is one of the texts which are taught in senior high school. According to Celce and Murcia (2000:151) state that narrative is

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

structured round and the chronological development of events and is centered on a person and or hero. Consequently, a narrative is usually personalized or individualized tells about the events related to the person or person involve.

A narrative tells a story by representing a sequence of events. It is supported by Keraf (1991:136) narrative as a story tells or describes an action in the past time clearly, tried to answer the question “what happened?”. Ledbetter (2010:119) states that narrative is a story with the rising action, a climax and usually a falling action. It can be told from first point of views, third person, omniscient, or limited omniscient. Burk and Wishon (1980:378) states that narrative is the form of text used to relate the story of acts or even, it places occurrences in the time and tells what happened according to natural sequence. Based on the opinion above, the researcher can conclude that narrative is a story in the past event that consist of problem and ended by the solution and resolution.

### 2.2.2 Types of Narrative

According to Emilia (2011:93) there are many types of narrative. According to Gerot and Wignell (1994:204), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to crisis or turning points of some kind which in turn find a resolution.

A fictional narrative presents an imaginary narrators account of a story that happened in an imaginary world. It includes fairy tales, folktales, horror stories, fables, legends, myths, and science fiction.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

A non fictional (also factual narrative) presents a real life person's account of real life story. It includes historical narratives, ballads, slice of life and personal experience.

### 2.2.3 Generic Structure of Narrative

According to Derewianka (1990:32) the narrative text is begun with the **Orientation** where the writer introduces the main characters and possibly some minor characters, the time and the story happened (who was involved in the story, when and where). Next is **Complication** in which the writer tells how the problem arises sometimes something unexpected events will happen. Then the last is **Resolution** which is an optional closure of events (a problem arises followed by the others problem). In narrative complication may be resolved for better or for worse, but it is rarely completely unresolved. The researcher can conclude that resolution is the end of the story (solution the problem).

### 2.2.4 Language Features of Narrative

Emilia (2011:93) states that narrative generally includes the following language features:

- a. Using connectives that show a sequential time such as: *once upon a time, after a while, first, then, etc.*
- b. Using past tense.
- c. Using action verbs that show what happen, such as: *cut the trees, passed their home, chased Timun Mas, etc.*
- d. There are dialogues using verbal processes, such as: *said, asked, and replied.*

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- e. Using descriptive language in describing someone or something: *They found a beautiful baby..., they lived happily...*

### 2.2.5 Teaching Writing Narrative

Actually, there are various texts that are learnt by the students in senior high school. We can find many types of text, such as: anecdote, report, recount, descriptive, procedure, and narrative. In this research, the researcher chooses one of them, it is narrative text.

According to Graham and Perin (2007:22) teacher requires writing in the early grades, they tend mainly to ask students to write the story, description of personal experiences, and other kinds of narrative text, and in senior high school, writing assignment typically involve expository task, such as reporting, summarizing, and analyzing factual information and expressing an opinion with the support of evidence.

Many students in senior high school find writing to be the most difficult subject since they have to write in English to produce an English text. They have to write down about what they think of in their mind and state in on paper by correct procedure.

To figure out the problem above, the researcher tries to use the animation film of narrative text in teaching and learning process. The researcher hopes that the students can be more enthusiastic and enjoy in learning writing, and it will be easier to the students to produce the narrative text.

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## 2.2.6 Teaching Learning Cycle

Based on English syllabus of curriculum 2006 (Depdiknas, 2006:67) there are four stages in teaching learning cycle, namely:

1. Building Knowledge of Field (BKoF). In this part the students will be introduced to some vocabularies that related to the text and they read it and then they describe the generic structure of the text. This stage is interactive between teacher and students.
2. Modeling of the Text (MOT). In this stage, the teacher presents some texts of narrative. Teacher should give more than text in order that the students become familiar with the schematics structure contain text.
3. Join Construction of the Text (JCoT). In this stage, the teacher gives the students chance to write or design based on model text with the teacher's help. It means that the students do the activities by discussing a text in a group.
4. Independent Construction of the Text (ICoT). In this stage, students construct their own final drafts by using their own words which have been consulted with their teacher.

## 2.3 Film

### 2.3.1 General Concept of Film

According to Danesi (2002: 134) film is a series of images that are projected into a screen to create the illusion of motion.

Another opinion by Summer (1992:476), film is a roll of material which is sensitive to light and which is used in camera for taking paragraph or moving pictures to the cinema, and film is a story, play, etc. Recorded on film to be shown in the cinema, on television, etc.

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Kirkpatrick (1993:495) cited in Ayu (2007) defines film as a series of connected cinema to the graphic images project on screen. Coulson (1978: 622) states that “film is a story, incident, etc recorded on film in moving pictures. Add by Lorimor (1995:506), states that film can record the culture and they can treat social or political issues and other aspects of societies to see aspect of the world that are difficult or impossible to observe with naked eyes.

Based on the definitions above the researcher can conclude that film is a work combining a story, scene, history incident and also music, all of it recorded on film shown as a motion picture in a cinema, television and etc. The functions of film are to educate, to entertain, to inspire the audience, and in this research the researcher will use animation film in the teaching learning process of writing narrative text. Here, the researcher thought that animation film can be used as an alternative method in teaching writing narrative text, because the students will get new experiences in writing class, and for the teacher animation film can be used as an alternative method in teaching that is suitable with their classroom situation.

### 2.3.2 Elements of Film

According to Bordwell and Thompson (2005:320) a good film also determined by its elements. A filmmaker has to prepare some basic elements in making a good film. They are script, actors, sets, costumes, aspect ratio lighting, sounds, special effects, music and sound effects.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



a. Script

Most films are based on written screen plays, which can be adapted from material from other media such as plays, novels or can be written originally for the screen.

b. Actors

Actors have very important part in making a film successful in market. They have to be totally involved with the story. They have to act as if they experience the story themselves.

c. Set

There are two basic kinds of set, the natural and studio constructed. Most members of audience are not able to differentiate, because the skillful of filmmaker can create desirable illusion as various and wonderful as they want.

d. Costumes

The clothes that the people wear reveal much about them, clothes can indicates their social, economic and occupational status and express individual personality.

e. Aspect Ratio.

The term of aspect ratio and format refers to proportion of the film frame. The choice of the aspect ratio is crucial to the final “look” of the film. A story set in the open expanse of the desert of the sea, for example, will have more power if the aspect ratio makes it possible to capture that expansive visually. But it wide screen format is used for dialogues scenes.

In which one looks at one character in close up and then moves to another.

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

#### f. Lighting

In film generally manipulated as to amount, contrast angle and the kind. Filmmakers talk about two kinds of key lighting; high key and low key. High key lighting action into relatively sharp focus and low key lighting generally requires the use of light from several sources rather than from single major sources, such as the sun. Contrast important of the effect of lighting generally, the higher contrast is the more vivid the emotional tone and three-dimensioned effect of the images will be.

#### g. Special Effect

In the most complex element in the creation of a film, it ranges from the rear screen projector, in which previously photographed material is projected back of actors, to the use of elaborated optical benches in which photographed materials is re-shot to produce entirely new result.

#### h. Music

Most of film viewers know that contemporary films use music in various ways. Musical usage range from a stringer a-sharp, usually loud chord that accentuates surprise, revolution of tenor to a lush string selection lagging during a tender or passionate love scenes to convey the emotion of two people. Music can be totally changing the mood of scene, rendering it comics and serious or deeply disturbing, depending on filmmakers' intent.

#### i. Sound Effect

Sound effect involves not only noises that are directly related to what is seen on screen, gunfire, storm, water and wind. With the

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

increasing development of electronics music and varieties of amplified sound the lines between naturalistic sound effect, music and electronically generated sound that is used purely for emotional impact.

From the Brodwell opinions, the researcher can conclude that the elements of film are script, actors, sets, costumes, dialogues, aspect ratio, lighting, music and special effects.

### 2.3.3 Type of Film

According to Brodwell and Thompson (1997:50) types of movie or film as follow; (1) Documentary Film: a documentary film supports to present factual information about the world outside the film. There are two types of documentary film: a. Complication film, b. Direct cinema. (2) Fictional Film; fictional film resent imaginary being places or events. (3) Animated Film; animated film are distinguish from live action ones by the unusual kinds of work that are done at production stage. (4) Experimental or Advantage Film; some filmmakers set out to create a film that challenge orthodox notion of what movies can show and how it can show it. Made from many reasons, they are: a. the filmmakers want to express their personal experience or view point, b. the filmmakers may also want to explore some possibilities of the medium itself, and c. it may tell no story but may create a fictional story that will usually challenge the viewer.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## 2.4 Animation Film

According to Ariesy (2011:35) states that animation film is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequence of frames takes on the illusion of motion. This film uses computer graphics in creating animated images.

There are types of animation film: 1) 2 Dimension Animation (2D), 2) 3 Dimension Animation (3D), 3) Stop Motion Animation, and 4) Japan Animation (Anime).

First type of animation film is 2D animation. 2D animation is often called cartoons film. And all cartoons are funny. The example of cartoons such as: Shincan, Looney Tunes, Pink Panther, Tom and Jerry, Scooby Doo, and many more. Although the most popular Disney movie, Second types of animation film are 3D animation. 3D animation is the development from 2D animation. Because 3D animation, the characters which are shown in by film more vivid and real, real likes human form. The example of 3D animation such as: Toy Story, Bugs Life, Antz, Dinosaurs, Final Fantasy, Toy Story 2, Monsters Inc., Until Finding Nemo, The Incredible, Shark Tale. Cars, Valian. All of it is also called 3D animation or CGI (Computer Generated Imagery). Third types are stop motion animation. It is also called clay animation, because this animation uses clay as the object which is in motion. The example of this film such as: A Sculptors Welsh Rarebit Nightmare and Chicken Run. The last types are Japan Animation or Anime. Anime is a name that popular in Japan. Based on manufacturing technique, anime divide into ten types: cell animation, frame animation, sprite animation, path

### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

animation, animated spline, vector animation, clay animation, morphing, animation and digital character animation.

In this research the researcher apply 2D animation film. The researcher hopes that animation film can be an effective media in writing teaching because it can provide the students an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

## 2.5 The Advantages of Film in Teaching Writing

According to Harmer (2002:282) the advantages of film in teaching writing process are:

### 1. Seeing Language – in - use

One of the main advantages of film is when the students do not just hear language but also they see it too. This greatly aids comprehension, since for example, general meaning and mood are often conveyed through expression, gesture, and the other visual value. Thus we can observe how the intonation can match facial expression; it can give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

### 2. Cross Cultural awareness

Film has great value in giving students a chance to see such as what kinds of food people eat in other countries and what they wear.

### 3. The Power of Creation

When film as media in teaching and learning process, it can give the potential to create something memorable and enjoyable. The task of film making

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

can provoke genuine creative and communicative uses of the language, with the students finding them doing new thing in English.

#### 4. Motivation

Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and then this is coupled with interesting tasks.

### 2.6 Film as Visual Aids in Teaching Writing

There are lots of medium of teaching that can be applied in teaching and learning process such us using pictures, songs, cards, games, films, drama and more medium that the teacher can use.

In using any kinds of medium or visual aids, the teacher also must remember that the medium must be suitable with their classroom situation. It must be able to make the students feel comfortable and enjoy the lesson, so they can easily master the material.

Writing is one of productive skill that must be learnt in a language classroom. Teaching writing for senior high school is not as an easy job. In the teaching learning process, teachers are expected to make it interesting through the medium used, because by using it the teacher can give new atmosphere in their class so that it can make the students have a big enthusiastic in teaching learning process.

In this research, the researcher finds that the students feel difficult when they want to write text in English. Sometimes many students have no concept in their brain so they cannot express and organize their ideas on paper. Film is one of

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

the media that can be used in teaching writing. Using visual aids like animation film is very important to the teachers, because the teacher can make the students easily master the material and they can also enjoy writing class, especially in writing narrative text.

### 2.6.1 Applying Animation Film in Teaching Writing Narrative Text

In this research, the researcher uses animation film. The main of animation film in teaching writing narrative text is to help the students catch and express their ideas in writing. From the animation film the students can get overall description of the film such as setting, plot, characters, moral values and other. The overall description of film is in line with narrative text which contains generic structure and linguistics features.

Animation film can be used for rewriting or retelling a story. Teacher can begin the lesson by giving the students question related to film that would be watched. After that, lets the student to watch it.

Before the students watch the animation film, teacher asks for them to make a note related to the film such as setting, characters, and other. The teacher interrupts to the students are not making noisy when the film is playing because it can disturbs student's concentration. If the students find difficulties in vocabulary, they can ask the teacher after the film ends or they can open the dictionary. After that they have done with the text. The teacher asks to the students to make a group discussion and then they discuss about overall description of animation film by connecting narrative text material consists of the generic structure.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

By using animation film, students will be more interested in learning narrative text. Besides that, they will practice regularly especially in writing.

## 2.7 Previous Studies

The previous study were done by Retno Ayu Murwani Puspitasari (2007) entitled *“The Use of Animation Movie for Developing Students Writing Skill of Narrative Texts A Case Study of Teaching English at Eleventh Grade of Students of SMAN 10 Semarang in the Academic Years 2006/2007”*. The final project was to know how well the eleventh grade students of SMAN 10 Semarang master the language skill, especially the ability of writing narrative text. In the final project also, she explained the two basic problem that she wanted to discuss, they were; what are the students difficulties in understanding narrative as one of the text types and to what extend using film brother bear can improve students ability in writing skill especially thus of eleventh grade of SMAN 10 Semarang Academic Year 2006/2007. In this project the researcher used classroom action research as the research design. And the result in this paper was successful because there were improvements in their writing when the method applied.

Based on the result paper, teaching writing using animation film such as brother bear film to the students, it will be more interesting for the students to produce narrative text by listening dialogue of the film.

Another researcher was done by Lela Lusiana (2008) entitled *“The Effectiveness of Using Animated Film in Teaching Narrative Text (An Experimental Study in the Second Grade of Senior High School)”*. This study was conducted based on the quasi-experimental research. It was very different with

### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



Ayu that was used action research in the research design. The population of the experimental group while XI IPS 2 as the control group. Each group consist 33 students. The data were gathered by administering pre-test and post-test both groups' sample. In addition, the questionnaire was conducted for only experimental group in order to find out students responses toward the use of animated film in teaching writing narrative text. The post test result indicates that there were significant differences between the means for experimental group and that for the control group. It was statically supported by T-Test calculation in which result that the null hypothesis was rejected. Furthermore, the questionnaire result indicates that there were positive responses that animated film in writing class was effective both in arousing student's motivations and improving their ability in writing. From the result, using animated film in writing classroom was expected to be a new contribution for helping the teacher to conduct an effective and interesting atmosphere in the classroom.

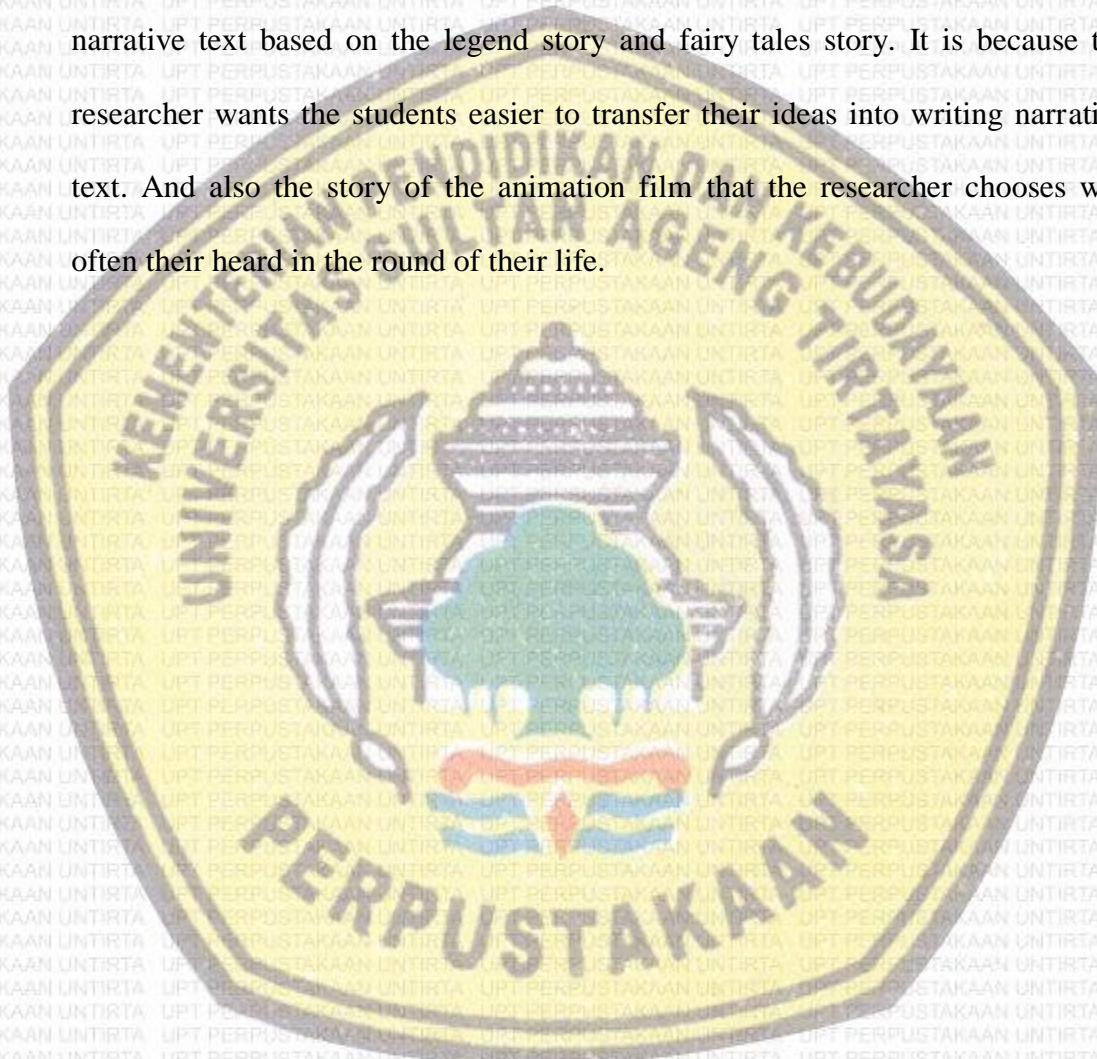
Thus, in this research paper the researcher will use the narrative as the text that to be researched. In this research, the researcher will use some animation film; they are Jaka Tarub, Bawang Merah and Bawang Putih, Pinocchio and Cinderella. The technique of collecting data in this research are using the tests to know what the students can produce a narrative text after watching the film. The subjects of the research are the eleventh grade of SMAN 1 Cinangka..

The similarities between their research and the researcher are on the object of study that is writing and data analysis that uses writing test. In that paper of Ayu and the researcher uses action research as a research design but Lusiana uses quasi experimental and also Lusiana and the researcher did not use brother bear as

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

animation film that their chose in her research. While, Ayu uses brother bear, but the difference with Ayu and Lusiana, the researcher uses four animation films in the research such as Jaka Tarub, Bawang Merah and Bawang Putih, Pinocchio, and Cinderella. The Researcher chooses the story of animation film in teaching narrative text based on the legend story and fairy tales story. It is because the researcher wants the students easier to transfer their ideas into writing narrative text. And also the story of the animation film that the researcher chooses was often their heard in the round of their life.

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of research method, subject of the research, research procedure, data source and data collecting technique and also data analysis.

#### 3.1 Research Method

The researcher conducted the Classroom Action Research (CAR) as a research methodology, because the researcher did the improvement on student's ability through animation film in writing narrative text. According to Burns (1999:30) action research is the application of fact finding to practical problem solving in a social solution with a view to improving the quality of action with it, involving the collaboration and co-operation of researcher, practitioners and laymen.

According to Hopkins (1993:45), Action Research is a form of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationality and justice of: 1). their own social or educational practice, 2). their understanding of these practice, and 3). the situation in which practice are carried out.

Based on both of definitions above, it can be concluded that Classroom Action Research is problem solving verification and discovery, and it also aims to bring a change and improvement in practice. So the researcher provided action planned to solve the student's problem in teaching and increase the quality of teaching and students ability through film in writing narrative text.

### 3.2 Subject of Research

Subject of the research was the eleventh grade of SMAN 1 Cinangka, the class consisted of 23 students. The researcher tried to improve students' ability through animation film in writing narrative text because the students have some problems to write a text by using English. This action research did in two cycles. In first cycle consist three meetings and second cycle consist two meetings.

### 3.3 Research Procedure

The procedure of the research used as follow;

1. Determining the research subject. The researcher used the subject of the research was eleventh grade of SMAN 1 Cinangka, the class consist 23 students.
2. Conducted the action research by teaching in the class, following the lesson plan that the researcher prepared.
3. Explained the material to the students and did the evaluation by giving test to the students. The researcher gave the material and explained it to the students and at the end of the researcher gave the test to the students related to the material.
4. Did observation, evaluated the result of the test in cycle 1 and cycle 2 the observation. Co-research did the observation and the teacher evaluated the result of students test.
5. Analyzing all the data. The researcher analyzed all the data from the result of students test.
6. Make the conclusion from the result of the data analyzed. The researcher made the conclusion from the result of all data, and the last

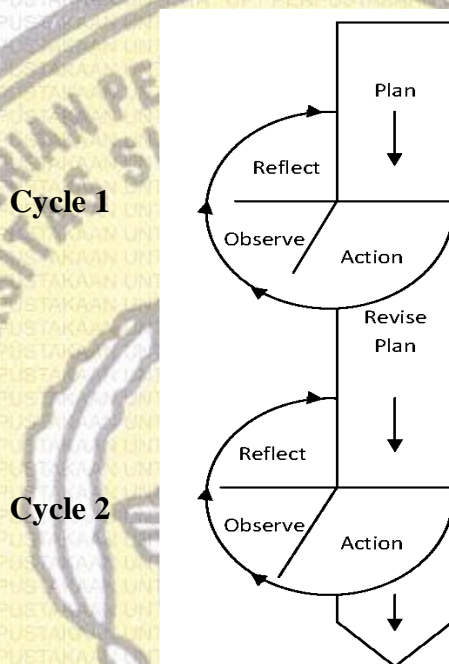
#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## 7. Arranged the report of the research result.

The characteristics of classroom action research were used cycle method that provides some activities, namely; planning, acting, observing and reflecting.

Kemmis (1993) has developed simple model of the cyclical nature of the typical action research process. The spiral model can be illustrated below:



**Figure 3.1 Steps of Classroom Action Research**

Adapted from Kemmis and Mc Taggart (1988) in (Burns, 1999:32) these are explanation of the steps above:

- a. *Plan*: in this step, the researcher prepared a lesson plan about a certain topic, material, media, time schedule and instrument for doing observation. The topic of writing in lesson plan based on the syllabus in curriculum now. Time and schedule will be confirmed with the situation at school. And the researcher used photographs and observation sheet for instruments of observation.

### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- b. *Act*: is the implementation of the lesson plan that has been prepared.
- c. *Observe*: investigated of students' activities and behavior during the study happens.
- d. *Reflect*: is done by analyzing the test results and non test first cycle with the aim of knowing the results or impact of the implementation of the action.

The procedure of the research is on the table below:

**Table 3.2 Classroom Action Research**

<b>CYCLE 1</b>	<b>1. Planning</b>	<ol style="list-style-type: none"> <li>a. Prepared the lesson plan</li> <li>b. Prepared the materials</li> <li>c. Developed the format of evaluation.</li> <li>d. Provided the format of evaluation and observation.</li> </ol>
	<b>2. Acting</b>	<ol style="list-style-type: none"> <li>a. Gave the material based on lesson plan.</li> <li>b. Applied the act according to lesson plan; here the students watching the film; Jaka Tarub, and Bawang Merah and Bawang Putih.</li> <li>c. Did evaluation by giving test to the students.</li> </ol>
	<b>3. Observing and Evaluating</b>	<ol style="list-style-type: none"> <li>a. Did observation during the teaching learning process</li> <li>b. Evaluated the result of the test</li> </ol>
<b>The success of indicator on cycle 1</b>		<p>In cycle 1, it can be said successful if it achieves the indicator as follow:</p> <ol style="list-style-type: none"> <li>1. The instruments have been prepared and implemented well.</li> <li>2. Learning activity based on lesson plan.</li> <li>3. The students achievement and students activity are increasing.</li> </ol>
	<b>1. Planning</b>	<ol style="list-style-type: none"> <li>a. Prepared the lesson plan.</li> <li>b. Prepared the materials.</li> <li>c. Prepared the instrument and observation sheet.</li> </ol>
		<ol style="list-style-type: none"> <li>a. Gave the material based on the lesson plan in cycle 2.</li> </ol>

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

<b>CYCLE 2</b>	<b>2. Acting</b>	b. Applied the material; here the student watching film; Pinnochio and Cinderella. c. Did evaluation by giving test. (Post-test)
	<b>3. Observation and Evaluating</b>	a. Did observation during the teaching learning process. b. Evaluated the result of the test.
	<b>4. Reflection</b>	a. Did report the result of evaluation and observation b. Analyzed the students result of the test
<b>The indicator of success in cycle 2</b>		In cycle 2, it can be said the successful if it achieves the indicates as follow: <ol style="list-style-type: none"> <li>1. The instruments have been prepared and the material implemented well.</li> <li>2. Learning activity based on lesson plan.</li> <li>3. Having the better data in the form of observation, documentation, and achievements test in writing.</li> </ol>

### 3.4 Data Source

There were two types of data sources that used by the researcher, as follow:

1. Quantitative data taken from the tests in writing narrative text.
2. Qualitative data taken from observation of teaching and learning process and document analysis.

### 3.5 Data Collection

#### 3.5.1 Data Collection Instrument

Several types of instruments used in this research to make easier in conducting the research, in monitoring of the implementation of teaching and learning activities. According to Arikunto (2002:126), an instrument is a device on the research time by using a method. The researcher used a test method to

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

collect the data and there are two tests used in the research. The pre test and post test. Pre test conducted before implemented the technique and post test done after implemented the technique. The instruments that the researcher will use are writing test, observation sheets, documentation and interview.

### 1. Writing Test

The researcher used two tests as the instruments of the research to collect the data, pre test and post test. Brown (2004: 384) state that test is a method to measuring persons' ability in given domain. The result of the test analyzed to know the students progress on writing skill. The researcher used analytic method in marking test based on Cushing (2002:16). To evaluate students writing test, it will be categorized into five features, as follow:

**Table 3.3 Five Features in Evaluating of Writing Test**

Item Analysis	Level	Criteria
<b>CONTENT</b>	4	<b>Excellent to very good:</b> knowledge, substantive, through of development of thesis, relevant to assigned topic.
	3	<b>Good to Average:</b> some knowledge of subject. Adequate range, limited development of thesis, mostly relevant topic, but lack detail.
	2	<b>Fair to poor:</b> limited knowledge of subject, little substance, inadequate development of topic.
	1	<b>Very poor:</b> does not show knowledge of subject, non substantive, not patient, or not enough evaluate.
	0	<b>Failed.</b>
<b>ORGANIZATION</b>	4	<b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	3	<b>Good to Average:</b> somewhat copy, loosely organize but main idea stand out, limited support, logical but incomplete sequencing.
	2	<b>Fair to poor:</b> non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	1	<b>Very poor:</b> doest not communicate, no organization, or not enough to evaluate.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



<b>VOCABULARY</b>	<b>0</b>	<b>Failed</b>
	<b>4</b>	<b>Excellent to very good:</b> sophisticated range, effective word/idiom choice and usage, words from mastery, appropriate register.
	<b>3</b>	<b>Good to Average:</b> adequate range, occasional errors of word/idiom form, choice, usage, meaning confuse or obscured.
	<b>2</b>	<b>Fair to poor:</b> limited range, frequent errors of word/idiom form, choice, usage, meaning confuse or obscured.
	<b>1</b>	<b>Very poor:</b> essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough evaluate.
	<b>0</b>	<b>Failed.</b>
<b>LANGUAGE USE</b>	<b>4</b>	<b>Excellent to very good:</b> effective complex construction, few errors of agreement, tense, number, word order/function, article, pronouns, preposition.
	<b>3</b>	<b>Good to Average:</b> effective but simple construction, minor problem in complex construction, several error of agreement, tense, number, word order/function, article, pronouns, prepositions but meaning seldom occurred.
	<b>2</b>	<b>Fair to poor:</b> major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, word/function, article, pronouns, prepositions and/or fragments, ru-ons, deletions, meaning confused of obscured.
	<b>1</b>	<b>Very poor:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
	<b>0</b>	<b>Failed.</b>
	<b>MECAHNICS</b>	<b>4</b>
<b>3</b>		<b>Good to Average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
<b>2</b>		<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
<b>1</b>		<b>Very poor:</b> no mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
<b>0</b>		<b>Failed.</b>

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## 2. Observation Sheet

In observation, the researcher prepared the observation sheet and then one of the English teachers there filled out it by observing the students during teaching learning process in the classroom like the students response in the teaching writing narrative text by using film.

## 3. Documentation

The researcher prepared digital camera, observation sheets, writing test paper for pre-test and post-test, animation film, laptop and infocus. The function digital camera was to take a picture during in teaching learning process. The aim of documentation is to record the activities which happened in classroom.

### 3.6 Data Analysis Technique

The researcher used data analysis technique to search the result of the research by quantitative and qualitative descriptive. Through the analysis, the researcher described the process of students writing narrative text after watching film and the researcher know the result of it. In qualitative descriptive, the researcher used data analysis from Miles and Huberman (1994:10) in Hopkins (2008:138) analysis as consisting of three concepts current flows of activity: data reduction, data display and conclusion drawing/verification.

#### 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## 2. Data display

Data display a display can be extended piece of text or a diagram, chart or matrix that provides a new way of arranging and thinking about the more textually embedded data.

## 3. Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions.

In this research, the researcher used data reduction to collect all data of observations and tests and summarize it. After had the data reduction, choosing the important data and make it into short description. The last is verification or conclusion drawing. All of the steps made data more organized and the researcher and the other to be easier to understand.

a. To find out the mean of students' score of pre-test and post-test, the researcher calculated the average score by using the formula as follow:

$$X = \frac{\sum X}{n}$$

Notes:

X = Mean of Score

$\sum X$  = Total students' score

N = Number of student

### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

### b. Percentage of students' frequency

The researcher calculated the percentage of students' frequency by using formula as follow:

$$P = \frac{f \times 100\%}{N}$$

P = Percentage

F = frequency

N = total number of students

(Hatch and Farhady, 1981:46)

Score	Percentage
Very Low	0% - 20%
Low	21% - 40%
Average	41% - 60%
High Enough	61% - 80%
High	81% - 100%

The researcher compared average score of pretest and posttest to know the improvement from the test.

#### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## CHAPTER IV

### RESULT AND DISCUSSIONS

This chapter consists of two main parts, result and discussions.

#### 4.1 Result of the Research

##### 4.1.1 Introduction of the Research

This action research was conducted at the eleventh grade of SMA negeri 1 Cinangka in academic year 2014/2015. This research started on Wednesday, April 22<sup>nd</sup> to 8<sup>th</sup> May, 2015. The schedule of meeting was twice a week every Wednesday and Friday. This research took place at XI IPA 2 with 23 numbers of students.

The researcher designed the research in 5 meetings which was divided into two cycles. Cycle 1 consists of three meetings and cycle 2 consist two meetings.

##### 4.1.2 Implementation in Cycle 1

The research in cycle 1 was consists of three meetings. First meeting was on 22, 24, and 28 April 2015. This cycle were consisted of four stages: Planning, Acting, Observing and Reflection.

##### a. Planning

Before the researcher did the cycle 1, the researcher prepared the lesson plan for three meetings, the instruments, digital camera, infocus, animation film, paper for the test, and observation sheet for the English teacher as the observer.

In preparing the lesson plan, the researcher chosen the material about narrative text focused in legend story.

## b. Action

First meeting conducted on Wednesday, 22<sup>nd</sup> April 2015, at 09.15 till a.m., in the eleventh grade of SMA Negeri 1 Cinangka. All of students attended the class. Before giving the material, the researcher began the class by greeting the students and making a short introduction and telling them the reason and purpose of the teacher's present. Before going to the material the teacher asked to the students about narrative text. Some of them still reminded and some of them forgot about the explained about narrative, and then the teacher gave and explained the objective of the lesson. Hence, the researcher also discussed some legend story, and the teacher gave simple example of narrative text story.

After the teacher explained the material about narrative text, the teacher gave the pre-test to measure the student's ability in writing narrative text before the teacher applied the animation film. In doing the pre-test in cycle 1, they really did it by their self without cheating. Even they seem got difficulty in doing pre-test, they did not ask the teacher to explain the text by they tried to do it by themselves, because the researcher asked the students to do pre-test by individual without cheating. Situations in pre-test so calm and staid. They were busy with their task. After they finished their task then the chief of the class collected the pre-test in front of the class.

After doing the pre-test the teacher asks the students difficulties when they are writing. They still confused to deliver their ideas when they are writing. And then the teacher gave the students another example of narrative story and after they read it, the students must identify the generic structure of the story; the aim of the task to make their easier caught the point of the story. Before the

### PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

class finished the teacher ask the students to make a group for the next meeting.

In one group consist of 4 or 5 people. And all students had to sit with their group.

The second meeting was conducted on Friday, 24<sup>th</sup> April 2015. In this meeting, the researcher began the class by greeting the students and reading the roll call of class. All students had to sit with their group. In the previous meeting, the researcher had already described how narrative text is, and then the students were comprehended about narrative text. The researcher continued to explain the language feature which there was a comparison degree. For this meeting, the researcher will apply the animation film.

After the teacher explained about the language feature the teacher gave the students task, they did it with their group, the task was arranged the sentence into good story and they answered the question related to the story. The researcher still uses the legend story. After their finished, the teacher ask if the students that they are going to watch the animation film, when they are watching, the students make a note a while about the story itself, the aim of it to make their easier when they are writing the story based on film that they had been watched.

The situation when they are watching very quiet. All of the students pay attention about the story of the film. After they had been watched, the teacher ask to the students related to the story of the film, and the teacher wants the students to write a narrative text based on the film that they had been watched.

In this meeting they looked very enthusiast and enjoy. They wanted in next meeting they can watch the animation film again with another story.

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Third meeting of cycle 1 was done on 28<sup>th</sup> April 2015. Firstly, the teacher greeted the students and checked their attendance list. In this meeting the researcher gave a post-test to the students. The teacher applied the animation film and the students gave attention when they are watching and also they make note a while when they are watching. When the students did the test by the researcher to write a narrative text based on the animation film that they have been watched, they looked more enjoy and fun. After having the post-test, they collected the test on the researcher's table. To review the material, the researcher gave feedback by discussing together about the narrative text.

### c. Observation

The observer in this research was the eleventh grade of this school, Nina Soviana, S.Pd and she observed the teaching learning process for two times, cycle 1 and cycle 2. Based on the observation sheet in cycle one, the researcher described that, the students had enough participant in teaching learning process. The students listened the explanation about narrative text. In the first cycle, the researcher found that the difficulty of the students was in delivered their ideas, used grammar and vocabularies when they are writing narrative text. The result of pre-test and post-test in cycle one would be represented by following the table below:

**Table 4.1**

**Students Average Score in Cycle 1**

Number of Students	Test	Total Score	Average Score
23	Pre-test	1175	51
23	Post-test 1	1665	72.4

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



In the cycle 1, the students average score in pre-test was 51, the highest score of pre-test was 65; and most of them got low score under 65. Otherwise, in pot-test 1 after giving the treatment the score was improved, it was 72.4, and the results of the test were up to 21.4 points. It means that the usage of animation film to help the students delivered their ideas in writing narrative text has influence.

#### **d. Reflecting**

The success indicator in cycle one could be said successful since there was significant improvement of 21.4 in the first post test.

In cycle 1 the researcher found some problems where the conditions were not gave the advantages to the researcher. The students still confused in identifying the words meaning, because they were lacked of vocabulary and to write from sentence to sentence they still not really good.

Based on the conditions above, there were things that the researcher had to pay attention in this research and improved in learning activity in cycle 2.

### **4.1.3 Implementation in Cycle 1**

#### **a. Planning**

After conducting the cycle 1 and got the result of the test, the researcher revised the plan in cycle 2. The teaching learning in cycle 2 almost same with those in cycle 1, they were the researcher prepared the lesson plan for two meetings, the observation sheet, paper for the test, infocus, animation film and the example of narrative text about “Aladin and the Magic Lamp” story.

In this case, the students had same material that was about narrative text. The differences cycle 1 and cycle 2 were about the narrative story, in

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

cycle 1 the students learnt about the legend story but in cycle 2 the students will learn about the fairy story.

### **b. Acting**

The first meeting was conducted on Wednesday, 1<sup>st</sup> May 2015. The researcher began the class by greeting the students, praying and checking the attendance list. The researcher gave the apperception and motivation related to the material. In this meeting the researcher review the material about narrative text is. The researcher also delivered the language features which used in narrative text. The teacher gave the example of narrative text about the “Aladdin and the Magic Lamp” story. After they read the text, the teacher wanted the students answered the question related to the text, after they finished did the task, the teacher applied the animation film, the title “Snow White” When the teacher applied the film, the students make note a while in order to help them when they are writing about the story. After they are watching the film, they write the story in a paper. The paper collected in front of the researchers table when all of the students finished their writing.

The last meeting in cycle 2 held on Wednesday, 8<sup>th</sup> May 2015. The researcher began the class by greeting and praying and also checking the attendance list of students. The researcher reviewed the material briefly and the researcher gave some question to the students about the material narrative text to make sure that they had been understood with the researcher explaining. After that, the researcher asks if all of them will watch the animation film, the title “Cinderella” story. Almost of the students were very enthusiasts to watch the animation film. After they watched, the researcher gave them the post-test

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

2. They write a narrative text based on the film that they have been watched about “Cinderela” story in a paper. They look more easily to do the post-test. After finished the post-test, the researcher said farewell to them and thanked for their cooperation and responsibility during the research.

### c. Observation

In the cycle 2, the researcher looked the students more enjoy and fun to learn. They focused on the researcher explanation. When they got a test, they looked more confident and enjoy doing the test. The result post-test 1 and post-test 2 in cycle two would be presented by the table below:

**Table 4.2**  
**Students Average Score in Cycle 1**

Number of Students	Test	Total Score	Average Score
23	Post-test 1	1665	72.4
23	Post-test 2	1780	77.4

The students' average score was improved from 72.4 in post-test 1 to 77.4 in post-test 2. It was increased 5 than the post-test 1. The averages score of the cycle 2 77.4. The test in cycle 2 was given in the end of the cycle 2. The test was given in form of writing.

### d. Reflecting

The result test on cycle 2 showed that the success indicator which had been targeted by the researcher was successfully fulfilled. The score that reached by the students were increased quite significant than cycle 1. Moreover,

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

the learning activity was more active, fun, effective, efficient and controlled.

Students were more focus to the English subject especially in writing skills.

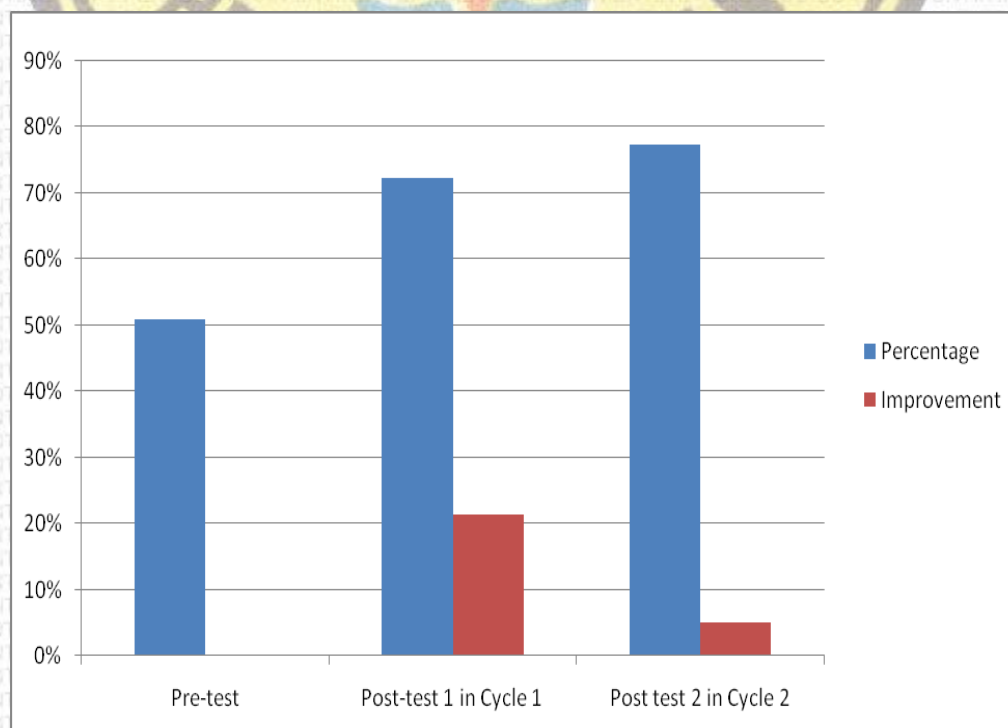
#### 4.2 Discussion

Based on the data from the average score from cycle 1 to cycle 2 in the table. The researcher found the students improvement in the following table:

**Table 4.3**  
**Students Score Improvement in Cycle 1 and Cycle 2**

Test	Percentage	Improvement
Pre-test	51	
Post-test 1 in Cycle 1	72.4	21.4
Post test 2 in Cycle 2	77.4	5
<b>Gain</b>		<b>26,4</b>

**Graphic 4.3**  
**Student's Average Score**



#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

The table 4.3 shows the improvement when the students doing the pre-test until the teacher gave the treatment in cycle 1. The improvement was raising 21.4 than the pre-test before. After doing two cycles, and the students were giving a second post-test there are also a significant improvement from 72.4 to 77.4. It was raising 5 than the post-test in cycle 2.

Based on the data above, on the cycle 1 of the research, the researcher found the students were having difficulties in vocabulary and developing their ideas into writing narrative text. Based on chart of student's improvement above, the student's score in pre-test were 51. But after having treatments, as the result of cycle 1, students average score was improve to 72.4. It was raised 21.4 from the pre-test score before.

In cycle 2 the researcher gave different another story of narrative text. The story changed into fairy tales story. The situation of the class more controlled and the students' average score was increased again from 72.4 to 77.4. It was raised 5 than before.

Finally, learning writing narrative text through animation film was able to be implemented at the eleventh grade of SMA Negeri 1 Cinangka because the students' can create and deliver their ideas become a product of their creatively into writing.

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## CHAPTER V

### CONCLUSION AND SUGESTION

In last chapter, the researcher will give conclusion from the research and suggestion based on the research.

#### 5.1 Conclusion

Based on the problem, the researcher did research teaching student's writing narrative text through animation film, the researcher takes some conclusion as follow:

1. The researcher conducted the classroom action research (CAR) at the eleventh grade IPA 2 of SMA Negeri 1 Cinangka which consisted of 23 students. This reserach started on Wednesday, April 22<sup>nd</sup> to 8<sup>th</sup> May, 2015. The schedule of meeting was twice a week and the researcher design the research in 5 meetings which was divided into two cycle. Cycle 1 consists of three meetings and cycle 2 consist two meetings. Every cycle consisted of four stages; Palnning, Acting, Observing and Reflecting.

In cycle 1 consists of three meetings. First meeting, the researcher planned the materalial about the narrative text, the researcher explained briefly about the materials, and than the researcher gave the pretest to measure the students ability before the researcher used the treatment. After that, the researcher and the students discussed about the difficulties in their make ideas in writing narrative text. Second meeting, the reseacher planned the material related to the material of narrtive text. The researcher explained the language feature, then

the researcher gave a task for their students in group discussion. After that, the researcher applied the animation film, the researcher gave suggestion to make a note a while so that make easier for them in writing. After the students watched the animation film, the researcher wanted the students write a narrative text based on animation film that they had been watched. The situations of the class very enthusiastic and enjoy. Third meeting, the researcher gave post test 1 for the students. The researcher applied the animation film,when they watched, the researcher always give suggetion for them to make a note a while to help them in writing narrative, next the students must write a narrative text based on the story of animation film. The researcher gave the feedback by disscussing with them about narrative text. In cycle 1 was succesful because there was significant improvement in their post test in writing narrative text.

Cycle 2 consists of two meetings. First meeting, the researcher planned the material, and the researcher gave the difference story of animation film, they learned about the fairy tales story. The researcher gave a simple narrative text about Aladdin and the Magic Lamp story and gave the questions related about the text. The researcher applied the animation film of “Snow White” story. After they watched, the researcher asked the students to write a narrative text based on the film. In last meeting, the reseracher continued the material and then the students watched the animation film of “Cinderella” story. The researcher gave the pos test 2 after they watched the film, the researcher asked the students to write a narrative text based on it. In this cycle, all of them look more easier to do the post test 2. The process of teaching writing through

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan,dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

animation film, make the students got a new atmosphere when they are learning writing in the class. And also makes the students can create and deliver their ideas become a product of their creatively into writing.

2. Animation film can improve students' ability in writing narrative text at the eleventh grade XI IPA 2 of SMA Negeri 1 Cinangka since the process of teaching writing narrative text through animation film become interesting and motivating for them. Animation film improved student's ability especially in writing narrative text. It was based on the students average score in cycle 1 was 72.4 and cycle 2 was 77.4. So the students score based on the data cycle 1 and cycle 2 improved around 5. It was improved. It's really be motivated for students to learn english especially in writing narrative text. The used animation film in teaching writing narrative text also be a new atmosphere for the students who have not been taught using film before. Watching animation film in teaching writing narrative text can be a new fun way for the students, and the applied animation film can make the students easier produce a text especially in writing narrative text. The researcher got a great response from the student's used animation film as a medium in teaching writing narrative text. It makes the student's enjoy and enthusiastic when they are learning narrative text. They found a new spirit to write something from applied the animation film as guidance when they learning writing narrative text.

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



## 5.2 Suggestion

Based on the result of the research, finally the researcher would like to give the positive suggestion in teaching learning narrative text, there are several important suggested in the last report of the paper and it is hopefully can be useful for the reader, especially:

### 1. For the Teacher

a. English teacher should be able to develop their technique to teach the students in order to make them interest in learning subject. Using animation film as a medium in teaching learning narrative text can make the students interest and motivate them to learn.

b. animation film is one of the medium that can be used in teaching-learning narrative text. The researcher suggests for English teacher to use the medium in language classroom to teach writing or the other skills in other genres.

c. The teacher must think that all of the students can watch the film easily and the students can hear the film clearly.

### 2. For the Students

a. Writing it is important subject to be learnt, so the student has to be serious and pay attention to the teacher's explanation in teaching and learning process.

b. To improve their writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.

2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.

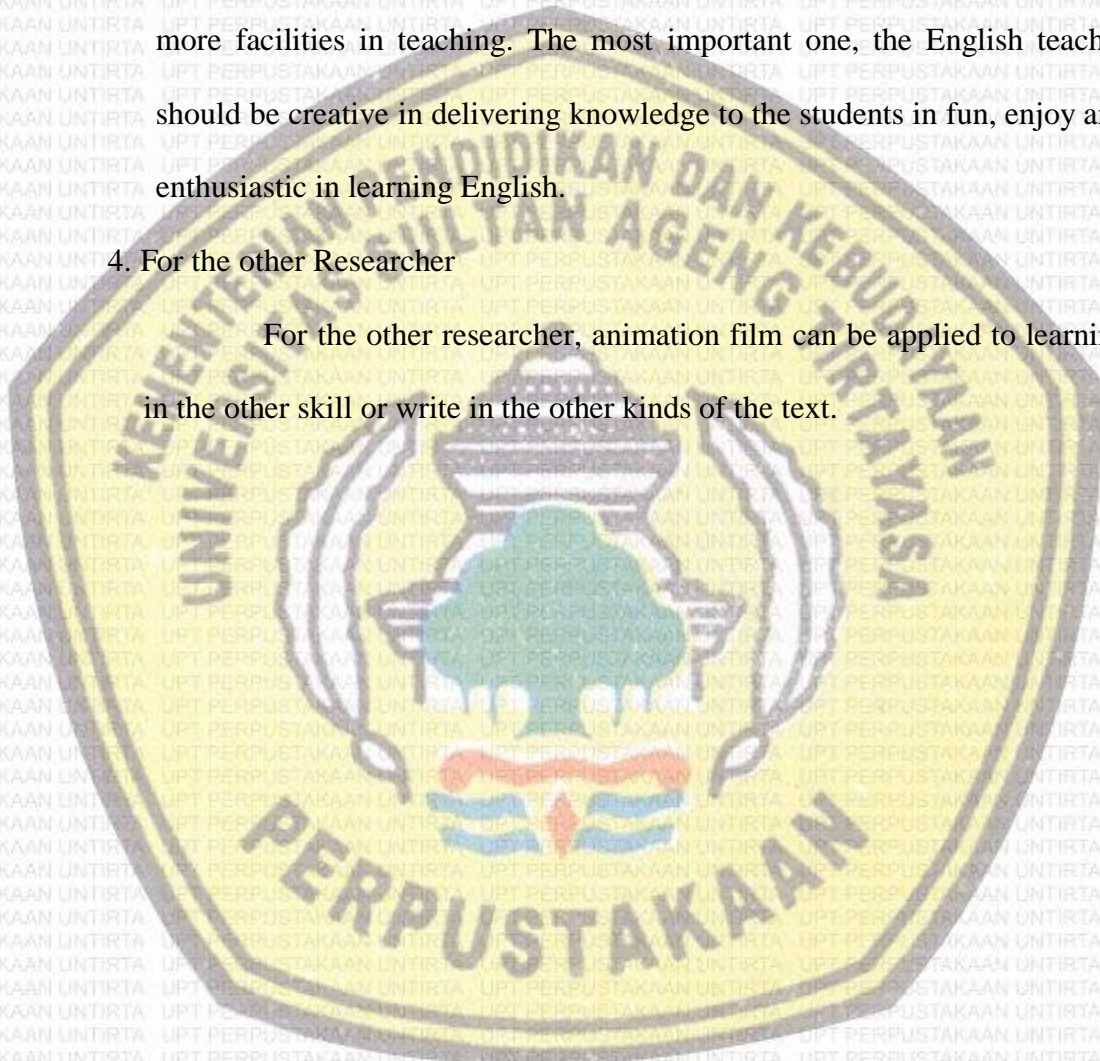
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

### 3. For the Institution

The institution should improve the quality of English skill, especially in writing. The institution also must have more interesting and attracting program in learning, supporting the teacher's need and providing more facilities in teaching. The most important one, the English teacher should be creative in delivering knowledge to the students in fun, enjoy and enthusiastic in learning English.

### 4. For the other Researcher

For the other researcher, animation film can be applied to learning in the other skill or write in the other kinds of the text.



#### **PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

## REFERENCES

- Ager, Simon. 1998. *What is Writing?* Omniglot.  
Available at: <http://www.omniglot.com/writing/definition.htm>  
Accessed on 25 January 2012. p.48
- Ariesya, Tatum. 2011. *The Use of Animated Film to Improve Students Ability in Writing Narrative Text*. Semarang. (Thesis)  
Available at: <http://isjd.pdii.lipi.go.id/admin/thesis/9209183210.pdf>  
Accessed on 25 January 2012
- Arikunto, Suharsimi. 2002. *Prosedure Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Blanchard, Karen and Christine Root. 1994. *Ready to Write*. Addison – Wesley Publishing Company: New York
- Broadman, Cynthia, A. 2001. *Writing to Communicate (Paragraph and Essay)*. Ney York: Longman.
- Brodwell, Davis. 1997. *Film Art an Introduction Vol 3*. The McGraw-Hill Company Inc.
- Brown, H. Douglas. 2004. *Language Assesment Principls and Classroom Practice*. Longman; San Fransisco State University.
- Burk, Julia and Wishon, M. 1980. *Teaching by Using Narrative Story*. USA: Bell and Hewell Company.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. Unkited Kingdom: Cambridge University Press.
- Carr, Wand and Kemmis, S. 1986. *Becoming Critical Education Knowledge and Action Research*. Deakin University Press.
- Celce-Murcia, Mariame and Elite Olshain. 2000. *Discourse and Context in Language Teaching*. United Kingdom: Cmbridge University Press.
- Carter, Awena et al. 2009. *Why Writing Matters*. Jhon Benjamins Publishing Company: Amsterdam/Philadephia
- Chusing, Weigle Sara. 2002. *Assessing Writing*. Cambridge University.
- Coulson, D. 1987. *The New Oxford Illustrated Dictionary*. Tokyo: Topan Printing Company.

- Danesi, Marcel. 2004. *Understanding Media Semiotics (London; Arnold Publisher, 2002)*. Co-Published in United State of America by Oxford University Press Inc.
- Depdiknas. 2006. *Bahan Pelatihan Terintegritas Berbasis Kompetensi*. Jakarta: Departemen Pendidikan.
- Derewianka, Beverly. 1990. *Exploring How Test Work*. Rozzele, NSW:Primary English Teaching Association Educational Library.
- Emilia, Emi. 2011. *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris, Petunjuk Untuk Guru*. Bandung: Rizki Press.
- Gerot and Wignell. 2000. *Making Sense of Functional Grammar*. NSW:Gerd Stabler, Antipodeon Educationl Enterprices.
- Graham, Steve. 2007. *Teaching Basic Academic Skills to Learning Disabled Students: A Model of Teaching Learning Process*. Journal of Learning Disabilities.  
Available at: <http://m.idxsagepub.com/content/18/9/528.short>.  
Accessed on 25 January 2012.
- Harris, David Payne. 1969. *Testing English as a Second Language*. New York; Mc. Graw Hill Book Company.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Pearson Education Limited: Malaysia
- Hatch, Evelyn. And Hossein Farhady. 1982. *Research Design and Statistics for Applied Linguistics*. Newbury House Publishers, Inch: London
- Hogue, Ann. 2008. *First Step in Writing*. New York: Addison-Wesley Publishing Company, Inc.
- Hopkins, David. 2008. *A Teachers Guide to Classroom Research*. Open University Press: Buckingham.
- Hycraft, John. 19778. *An Introduction to English Language Teaching*. London:Longman Group Limited.
- Keraf, Gorys. 1982. *Argumentasi dan Narasi*. Jakarta: Gramedia.
- Kirkpatrick, Betty. 1993. *Giant Paperback Dictionary*. London:The Bath Press.
- Kreidler, Carol, J. 1965. *Visual Aids for Teaching English to the Speaker of Other Languages*. Washinton D.C. Center for Applied Linguistics.

**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- Ledbetter, Mary Ellen. 2010. *The Writing Teacher's Activity – a – Day*. Jossey-Bass: San Francisco
- Lorimour, Lawrence, T. 1991. *Grolier Encyclopedia of Knowledge, Vol. 7. Dictionary Connecticut: Croiloer Incorporated.*
- Meyers, Allan. 2005. *Gateways to Academic Writing; Effective Sentces, Paragraph and Essay*. New York: Longman.
- Michael, Lewis. 1993. *Implementing the Lexical Approach; Putting Theory Into Practice*. Cambridge.
- Miles, Matthew B and A. Michel Huberman. 1994. *Qualitative Data Analysis*. SAGE Publications, Inc: California
- Murray, Rowena and Sarah Moore. 2006. *The Handbook of Academic Writing*. Open University Press: USA
- Purnama, Puji. 2011. *Cara Cepat Menguasai Bahasa Inggris*. Yogyakarta: Pelangi Indonesia.
- Summer, Della. 1992. *The Function of Educational Research*. New Jesey: Prentice Hall, Inc.
- Widdowson, Henry G. 1973. *Language Teaching Text; A Manual for Teacher*. Oxford University Press.



**PERINGATAN !!!**

1. Dilarang mengutip sebagian/ seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/ seluruhnya karya tulis ini dalam bentuk apapun.

**Table 1**  
**The Students Score of Pre-test**

<b>No.</b>	<b>Name</b>	<b>Score</b>
1	Hertati Fadhila	65
2	Dias Astuti	65
3	Vera Imelda	65
4	Rita Farida	60
5	Voni Asih	60
6	Aulia Fitriani	60
7	Dwi Riska Maulia	60
8	Dela Sapravati	55
9	Fitriyanti	55
10	Riki Maulana	55
11	Tahril Setia Budi	50
12	Oktavia	50
13	Mia Rosmiyati	50
14	Nur Fadilatul Islami	50
15	Apriliani	50
16	Hanifah	45
17	Riki Firmansyah	45
18	M Farhan	45
19	Supriatna	40
20	Ayu Oktaviani	40
21	Rifni Maftuh Hadijah	40
22	Jainal Arifin	35
23	Ayu Rahma	35
<b>Total Score</b>		<b>1175</b>
<b>Average Score</b>		<b>51</b>

**Table 2**  
**The Students Score of Posttest 1**

No.	Name	Score
1	Hertati Fadhila	75
2	Dias Astuti	75
3	Vera Imelda	75
4	Rita Farida	75
5	Voni Asih	75
6	Aulia Fitriani	75
7	Dwi Riska Maulia	75
8	Dela Saprawati	75
9	Fitriyanti	75
10	Riki Maulana	70
11	Tahril Setia Budi	70
12	Oktavia	70
13	Mia Rosmiyati	70
14	Nur Fadilatul Islami	70
15	Apriliani	70
16	Hanifah	70
17	Riki Firmansyah	70
18	M Farhan	70
19	Supriatna	70
20	Ayu Oktaviani	70
21	Rifni Maftuh Hadijah	70
22	Jainal Arifin	70
23	Ayu Rahma	70
<b>Total Score</b>		<b>1655</b>
<b>Average Score</b>		<b>72.4</b>

**Table 3**  
**The Students Score of Posttest 2**

<b>No.</b>	<b>Name</b>	<b>Score</b>
1	Hertati Fadhila	90
2	Dias Astuti	85
3	Vera Imelda	85
4	Rita Farida	85
5	Voni Asih	85
6	Aulia Fitriani	80
7	Dwi Riska Maulia	80
8	Dela Saprawati	80
9	Fitriyanti	75
10	Riki Maulana	75
11	Tahril Setia Budi	75
12	Oktavia	75
13	Mia Rosmiyati	75
14	Nur Fadilatul Islami	75
15	Apriliani	75
16	Hanifah	75
17	Riki Firmansyah	75
18	M Farhan	75
19	Supriatna	75
20	Ayu Oktaviani	75
21	Rifni Maftuh Hadijah	70
22	Jainal Arfin	70
23	Ayu Rahma	70
<b>Total Score</b>		<b>1780</b>
<b>Average Score</b>		<b>77.4</b>



## SEMI STRUCTURED INTERVIEW FORM

1. There are four basic skills that students should master in English such as reading, listening, speaking and writing, from the four skills, which one the most difficult skill that the students learn?
2. How do you teach writing in your class?
3. How about teaching narrative writing? What the methods that you used in teaching?
4. How about the result in students writing test?
5. Have you ever used animation film in teaching writing narrative text?
6. What do you think of teaching narrative text using animation film in class?  
Is it really helpful in narrative writing?

1. From the four skills, I thought that writing become the most difficult subject to learn by the students, it is because in writing the students must deliver their ideas on their mind into writing. They always still confuse to deliver their ideas.

2. I explained the material before, next giving example of the text.

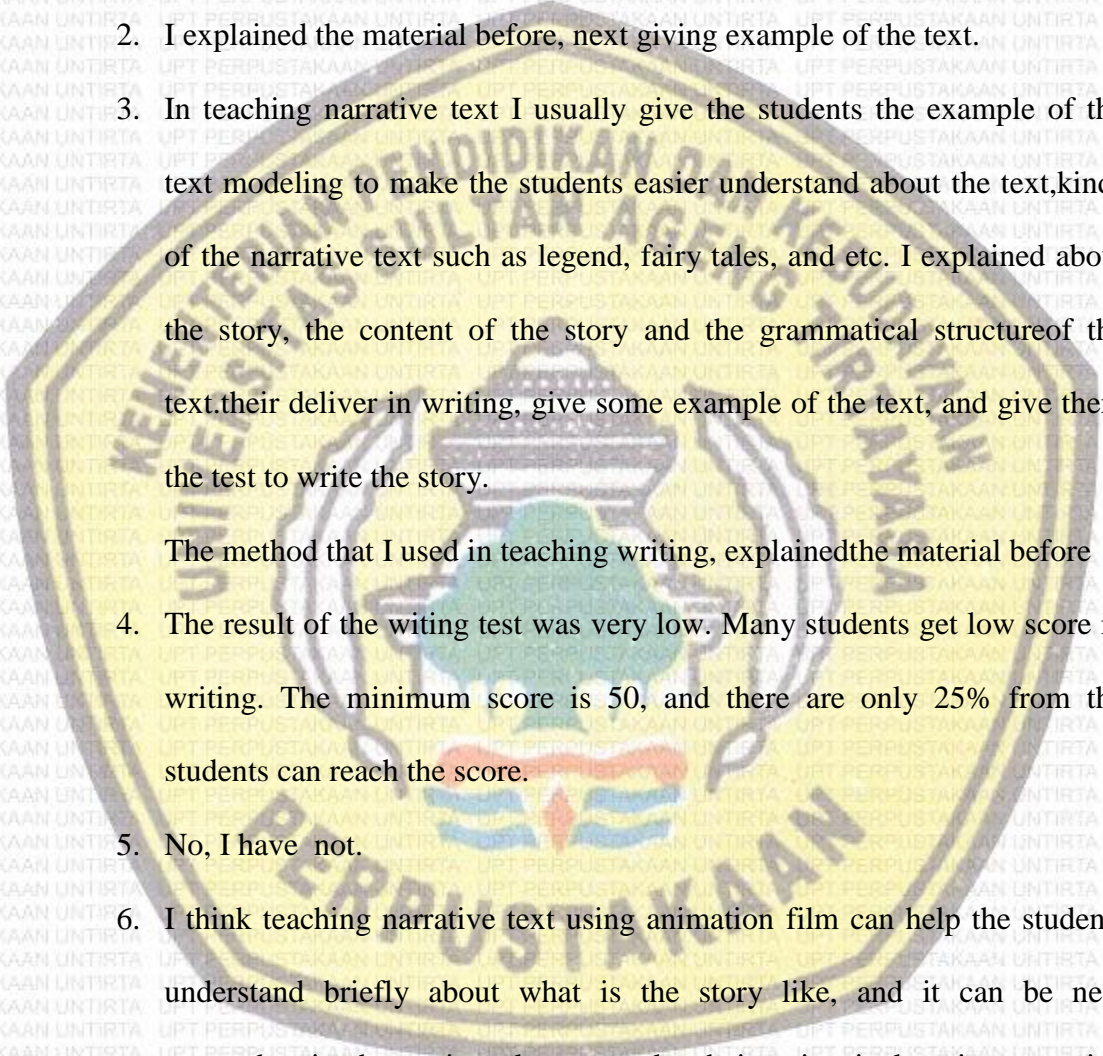
3. In teaching narrative text I usually give the students the example of the text modeling to make the students easier understand about the text, kinds of the narrative text such as legend, fairy tales, and etc. I explained about the story, the content of the story and the grammatical structure of the text. They deliver in writing, give some example of the text, and give them the test to write the story.

The method that I used in teaching writing, explained the material before

4. The result of the writing test was very low. Many students get low score in writing. The minimum score is 50, and there are only 25% from the students can reach the score.

5. No, I have not.

6. I think teaching narrative text using animation film can help the students understand briefly about what is the story like, and it can be new atmosphere in the writing class to make them enjoy in learning narrative text, and the students more easier to deliver their story into writing.



**PERINGATAN !!!**

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

**PRE TEST**

1. Write down a narrative text of "Malin Kundang" story, in about 150-200 words.
2. Make sure that you follow the generic structure of narrative text.
3. Use language features of narrative:
  - a. The use past tense.
  - b. The use action verbs.
  - c. The use adjectives and adverbs.
  - d. The use of direct speech to show what the character are saying or thinking.
4. You may use any kind of dictionary.
5. You are given 60 minutes to complete your composition.
6. Make space between lines while you are writing.

**POS TEST 1**

1. Write a narrative text from the animation film of “Bawang Merah and Bawang Putih” story in about 200-250 words.
2. Make sure that you follow the generic structure of narrative text:
  - a. Orientation.
  - b. Complication.
  - c. Resolution.
3. Use the language features of narrative:
  - a. The use of past tense.
  - b. The use of action verbs.
  - c. The use of adjectives and adverbs.
  - d. The use of direct speech to show what the character are saying or thinking.
4. You may use any kind of dictionary.
5. You are given 60 minutes to complete your composition.
6. Make a space between lines while you are writing.

POS TEST 2

1. Write a narrative text from the animation film of “Cinderella” story in about 200-250 words.
2. Make sure that you follow the generic structure of narrative text:
  - a. Orientation.
  - b. Complication.
  - c. Resolution.
3. Use the language features of narrative:
  - a. The use of past tense.
  - b. The use of action verbs.
  - c. The use of adjectives and adverbs.
  - d. The use of direct speech to show what the character are saying or thinking.
4. You may use any kind of dictionary.
5. You are given 60 minutes to complete your composition.
6. Make a space between lines while you are writing.

Observation Sheet for 1<sup>st</sup> Cycle

Observation : 1<sup>st</sup> meeting

Date : 22 April 2015

Time :

Topic : Narrative Text

Description	Yes	No	Additional Note
<b>(STUDENT)</b>			
<b>Pre Activities</b>			
1. Students answered the greeting	✓		They looked happy with the first time meet with the Researcher.
2. Students are enthusiastic to study.	✓		
<b>While-Activities</b>			
1. Students pay attention to the teacher's explanation.	✓		student's still quiet to ask about the material of Narrative text- students did it well by themselves
2. Students give some question to the teachers about the material.	✗	✓	
3. Students construct a composition entitled "Malin Kundang" story. (Pre-test)	✓		
4. Students do the task that given by the teacher. identify the generic structure story of Takatuhang, the Woodcarver.	✓		
<b>Post-Activities</b>			
1. Students ask about their difficulties in doing the task.	✓		
<b>(TEACHER)</b>			
<b>Pre Activities</b>			
1. Teacher opens the lesson by greeting and praying.	✓		
2. Teacher asks about the student's condition.	✓		
3. Teacher conducts pre-teaching activity.	✓		

**Post-Activities**

1. Students ask about their difficulties in doing the task. ✓

Students asks about their difficulties to the teacher

**(TEACHER)****Pre Activities**

1. Teacher opens the lesson by greeting and praying. ✓
2. Teacher asks about the student's condition. ✓

**While-Activities**

1. Teacher asks the students about Indonesian folktales or legend that they have heard. (Brain storming) ✓
2. Teacher explains about narrative text and the generic structure. ✓
3. Teacher asks to the students to make a group discussion 3 or 4 people in a group. ✓
4. Teacher asks to the students do the task, Rearrange the sentences into good story (work in groups) and answered the question related the story. ✓
5. Teacher explains to the students that they are going to watch animation film. ✓
6. Teacher plays animation films entitle "Jaka Tarub". ✓
7. Teachers asks to the students make a note while the watching the film. ✓
8. Teacher asks to the students to write a narrative text based on the film. ✓

teacher brainstorm with ask about Indonesian legend story that the student's heard in their life.

**Post-Activities**

- |                                      |   |  |  |
|--------------------------------------|---|--|--|
| 1. Teacher asks student difficulties | ✓ |  |  |
| 2. Teacher reviews topic today.      | ✓ |  |  |
| 3. Teacher closing the lesson.       | ✓ |  |  |
| 4. Praying.                          | ✓ |  |  |

Cinangka, 24 April \* 2015

English Teacher

Observer

*Ulie*

Ulm. K.

*F*

Ilma S. S.Pd



**Observation Sheet for 1<sup>st</sup> Cycle**

**Observation** : 3<sup>rd</sup> meeting  
**Date** : 28 April 2015  
**Time** : 2x 45 minutes  
**Topic** : Narrative text

Description	Yes	No	Additional Note
<b>(STUDENT)</b>			
<b>Pre Activities</b>			
1. Students answered the greeting.	✓		
2. Students are enthusiastic to study.	✓		
<b>While-Activities</b>			
1. Students are active to participate in teaching and learning activity.	✓		
2. Students pay attention to the teacher's explanation.	✓		
3. Students pay attention when they are watching animation film.	✓		
4. Students make a note while watching the film.	✓		Student's today feel more enjoy when they are watching the movie (film)
5. Students do the task that given by the teacher, write a narrative text based on the animation film that they have been watched.	✓		
<b>Post-Activities</b>			
1. Students ask about their difficulties in doing the task.	✓		

(TEACHER)

**Pre Activities**

1. Teacher opens the lesson by greeting and praying. ✓
2. Teacher asks about the student's condition. ✓

**While-Activities**

1. Teacher ask the students about Indonesian folktales or legend that they have heard.(Brain storming). ✓
2. Teacher explains about narrative text and the generic structure. ✓
3. Teacher explains to the students that they are going to watch animation film. ✓
4. Teacher plays an animation films entitle "Bawang Merah and Bawang Putih". ✓
5. Teachers asks to the students make a note while the watching the film. ✓
6. Teacher asks to the students to write a narrative text based on the film. ✓

**Post-Activities**


1. Teacher asks students difficulties ✓
2. Teacher reviews topic today. ✓
3. Teacher closing the lesson. ✓
4. Praying. ✓

Cinangka, 28 April 2015

English Teacher

Observer

  
.....  
Um. K.

  
.....  
Tina Sovrana SPd

**While-Activities**

1. Teacher asks the students about Indonesian folktales or legend that they have heard. (Brain storming). ✓
2. Teacher explains about narrative text and its generic structure. ✓
3. Teacher gives the example of narrative text and its generic structure. ✓
4. Teacher asks to the students to do the task, identify the generic structure story of Takatuliang, the Woodcarver. ✓

**Post-Activities**

1. Teacher asks students difficulties. ✓
2. Teacher reviews topic today. ✓
3. Teacher closing the lesson. ✓
4. Praying. ✓

Teacher tries to review the material today.

Cinangka, 22 April 2015

Observer

English Teacher



Hina S. SPd



Umi.K

(.....)

(.....)

Observation Sheet for 1<sup>st</sup> Cycle

Observation : 2<sup>nd</sup> meeting

Date : 24 April 2015

Time :

Topic : Narrative Text

Description	Yes	No	Additional Note
<b>(STUDENT)</b>			
<b>Pre Activities</b>			
1. Students answered the greeting.	✓		
2. Students are enthusiastic to study.	✓		
<b>While-Activities</b>			
1. Students are active to participate in teaching and learning activity.	✓		
2. Students pay attention to the teacher's explanation.	✓		
3. Students make a group discussion 3 or 4 people in a group.	✓		students were prepared to make a group.
4. Students do the task that the teacher gave.	✓		
5. Students pay attention when they are watching animation film.	✓		when they are watching animation film, they look so happy and enjoyable.
6. Students make a note while watching the film.	✓		students also make a note to make them catch the story of film that they watched and it can make the students easier when they are writing.
7. Students do the task that the teacher gave; rearrange the sentences into good story. (Work in groups) and answered the question related to the story.	✓		
8. Students write a narrative text based on the animation film that they have been watched.	✓		

Observation Sheet for 2<sup>nd</sup> Cycle

Observation : 1<sup>st</sup> meeting

Date : 01 May 2015

Time : 2x45 Minutes

Topic : Narrative Text

Description	Yes	No	Additional Note
<b>(STUDENT)</b>			
<b>Pre Activities</b>			
1. Students answered the greeting.	✓		
2. Students are enthusiastic to study.	✓		
<b>While-Activities</b>			
1. Students are active to participate in teaching and learning activity	✓		
2. Students pay attention to the teacher's explanation.	✓		
3. Students answer the question related story of Aladin and the magic lamp.	✓		
4. Students enthusiastic when they want to watching film	✓		
5. Students pay attention when they are watching animation film.	✓		
6. Students make a note while watching the film.	✓		
7. Students do the task that given by the teacher, write a narrative text based on the animation film that they have been watched.	✓		
<b>Post-Activities</b>			
1. Students ask about their difficulties in doing the task.	✓		

**Observation** : 2<sup>nd</sup> meeting

**Date** : 8 May 2015

**Time** : 2 x 45 Minutes

**Topic** : Narrative Text

Description	Yes	No	Additional Note
<b>(STUDENT)</b>			
<b>Pre Activities</b>			
1. Students answered the greeting	✓		
2. Students are enthusiast to study	✓		
<b>While-Activities</b>			
1. Students are active to participate in teaching and learning activity.	✓		
2. Students pay attention to the teacher's explanation.	✓		
3. Students give some question to the teachers about the material.	✓		
4. Students pay attention when they are watching animation film.	✓		
5. Students make a note while watching the film.	✓		
6. Students do the task that given by the teacher, write a narrative text based on the animation film that they have been watched.	✓		
<b>Post-Activities</b>			
1. Students ask about their difficulties in doing the task.	✓		
<b>(TEACHER)</b>			
<b>Pre Activities</b>			
1. Teacher opens the lesson by greeting and praying.	✓		
2. Teacher asks about the student's condition.	✓		

**While-Activities**

- |   |   |
|---|---|
| 1. Teacher ask the students about fairy tales stories that they have heard.(Brain storming) | ✓ |
| 2. Teacher explains about narrative text and the generic structure.                         | ✓ |
| 3. Teacher explains to the students that they are going to watch animation film,            | ✓ |
| 4. Teacher plays an animation films entitle "Cinderella".                                   | ✓ |
| 5. Teachers asks to the students make a note while the watching the film.                   | ✓ |
| 6. Teacher asks to the students to write a narrative text based on the film.                | ✓ |

**Post-Activities**

- |  |   |
|--|---|
| 1. Teacher asks students difficulties. | ✓ |
| 2. Teacher reviews topic today.        | ✓ |
| 3. Teacher closing the lesson.         | ✓ |
| 4. Praying.                            | ✓ |

Cinangka, 08 May ..... 2015

English Teacher

Observer

*Ulie*  
.....  
Umi. K

*Nina*  
.....  
Nina Sariana, Spd

**(TEACHER)**

**Pre Activities**

1. Teacher opens the lesson by greeting and praying. ✓
2. Teacher asks about the student's condition. ✓

**While-Activities**

1. Teacher ask the students about fairy tales stories that they have heard.(Brain storming) ✓
2. Teacher explains about narrative text and the generic structure. ✓
3. Teacher gives the example of story Aladin and the Magic Lamp, and gives some question related to the text. ✓
4. Teacher explains to the students that they are going to watch animation film. ✓
5. Teacher plays an animation films entitle "Snow White". ✓
6. Teachers asks to the students make a note while the watching the film. ✓
7. Teacher asks to the students to write a narrative text based on the film. ✓

**Post-Activities**

1. Teacher asks students difficulties ✓
2. Teacher reviews topic today. ✓
3. Teacher closing the lesson. ✓
4. Praying. ✓

The story changed by the teacher from the Indonesian legend to fairy tale story.

Cimangka, 01 May, 2015

English Teacher

Observer

*Umi K*  
(.....)

*f*  
(.....  
Pina Soriana, S.Pd.)



# LESSON PLAN

## Cycle I (First Meeting)

<b>School</b>	: SMAN 1 Cinangka
<b>Subject</b>	: English
<b>Class/Semester</b>	: XI/ 2
<b>Skill Focus</b>	: Writing
<b>Topic</b>	: Narrative Text
<b>Allocation of Time</b>	: 2x45 minutes (90 minutes)

### A. Standard of Competence:

#### Writing

Expressing meaning in short functional text and writing essay in simple form of narrative in the context of daily life.

### B. Basic Competence :

Expressing the meaning and rhetorical steps accurately, fluently, and acceptable by using a variety of written language in the content of daily life in the form of narrative text.

### C. Learning Objectives :

By the end of the lesson, the students will have been able to:

1. Write a narrative text.
2. Explain the generic structure of narrative text.

Characters : - Trustworthiness  
- Respect  
- Diligence  
- Responsibility  
- Independent

### D. Learning Material

- a. Definition of narrative text
- b. Generic structure narrative text:
  - Orientation
  - Complication
  - Resolution

c. Language features of narrative text:

- The use of past tense
- The use of action verb
- The use of adjective and adverb
- The use of direct speech

**E. Lesson Method/ Technique**

Method / Technique : Three phase technique

**F. Learning Activities**

a. Pre-teaching:

- Teacher opens the lesson by greeting and praying.
- Teacher asks about the student's condition.

b. While-teaching:

- Teacher asks about the Indonesian folktales or legend that they have heard (Brainstorming).
- Students are active to participate in teaching and learning activity.
- Teacher explains about narrative text and its generic structure.
- Teacher gives the example of the narrative text and it's the generic structure.
- Students give response towards teacher's explanation about the material
- Teacher gives the example of narrative text.
- Students pay attention to the teacher's explanation.
- Discuss about narrative writing activity with the students, discuss about the function of the text, the generic structure of narrative text that is orientation, complication and resolution.
- Teacher gives pretest to the students construct a composition entitled "Malin Kundang" story.
- Students construct a composition entitled "Malin Kundang" story.
- Teacher gives the task to the students.
- Students do the task.

d. Post-teaching:

- Teacher asks the students difficulties
- Teacher reviews topic today.
- Teacher closing the lesson.
- Praying.

**G. Sources / Material / Tool**

a. Source Book

b. Script

## H. Instrument

### TASK I

#### A. Written Test (Pre-test)

*Write the story of Malin Kundang based on your own words on your paper in about 150-200 words!*

### TASK II *Read the text carefully!*

#### TAKATULIANG, THE WOODCARVER

Long, long time ago on the island of Simbau, in the Sulawesi sea, there lived a king and his beautiful daughter. The princess was not only beautiful, but she was also wise and kind.

Many princes wanted to marry the king's daughter and this made the king confused. And then the king announced a contest: whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then, he went far into the forest. There he chooses the best tree and carved it into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

One the day of the contest, all the princes gathered before the king and the princess. One by one, they presented their gifts: diamonds, silk, gold, and jewelry. Then came Takatuliang's turned.

'What do you have?' asked the princess.

'I bring only a doll,' said Takatuliang softly.

'How many dolls like this do you have?' Asked the princess again.

'Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He died and this is the only thing he left me.'

answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented her everything he had. Together, Takatuliang and the princess lived happily ever after.

*B. Identify the generic structure of the text above!*

TAKATULIANG, THE WOODCARVER	
ORIENTATION	
COMPLICATION	
RESOLUTION	

# I. ASSESSMENT

## Scoring Mode

### A. Task I

No.	Indicator	Technique	Type	Instrument
1.	Write a simple short text of narrative text with rhetoric steps correctly.	Essay	Individual Task	<i>Write the story of Malin Kundang based on your own words on your paper in about 150-200 words!</i>

### I. Scoring mode for the first instrument

Component	Level	Criteria
<b>CONTENT</b>	4	Excellent to very good.
	3	Good to Average.
	2	Fair to poor.
	1	Very poor.
	0	Failed.
<b>ORGANIZATION</b>	4	Excellent to very good.
	3	Good to Average.
	2	Fair to poor.
	1	Very poor
	0	Failed
<b>VOCABULARY</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed

**LANGUAGE USE**

4	Excellent to very good
3	Good to Average
2	Fair to poor
1	Very poor
0	Failed.

**MECAHNICS**

4	Excellent to very good
3	Good to Average
2	Fair to poor
1	Very poor:
0	Failed.

Aspect to be assessed:

- High level @ component      - 4 in each component
- Total component                = 5 component
- Score student (KKM)            = Total point student x 5
- Maximal score                    = 100

**B. Task II**


- ii. - High point @component      - 30
- Total component                - 3
- Total score  $3 \times 30$             -  $90 + 10 = 100$
- Maximal score                    = 100

Cinangka, 22 April 2015

English Teacher

Researcher

  
 (.....)

  
 (Nina Soviana SPd.....)

# LESSON PLAN

## Cycle 1(Second Meeting)

<b>School</b>	: SMAN 1 Cimangka
<b>Subject</b>	: English
<b>Class/Semester</b>	: XI/ Semester 2
<b>Skill Focus</b>	: Writing
<b>Topic</b>	: Narrative Text
<b>Allocation of Time</b>	: 2x45 minutes (90 minutes)

### A. Standard of Competence:

#### Writing

Expressing meaning in short functional text and writing essay in simple form of narrative in the context of daily life.

### B. Basic Competence :

Expressing the meaning and rhetorical steps accurately, fluently, and acceptable by using a variety of written language in the content of daily life in the form of narrative text.

### C. Learning Objectives:

By the end of the lesson, the students will have been able to:

1. Write a narrative text.

Characters : - Trustworthiness  
- Respect  
- Diligence  
- Responsibility  
- Independent

### D. Learning Material

- a. Definition of narrative text
- b. Generic structure narrative text:
  - Orientation
  - Complication
  - Resolution

c. Language features of narrative text:

- The use of past tense
- The use of action verb
- The use of adjective and adverb
- The use of direct speech

d. Watch the animation film of a “Jaka Tarub” story on the screen carefully!

(Dalam animation film tersebut peserta didik akan di bantu dengan subtitle).

Instruction:

Write down a narrative text of “Jaka Tarub” story with your own words on your paper!

### E. Lesson Method / Technique

Method / Technique : Three phase technique

### F. Learning Activities

a. Pre-teaching:

- Teacher opens the lesson by greeting and praying
- Teacher asks about the students condition

b. While-teaching:

- Teacher explains about narrative text and generic structure of narrative, and gives the example of narrative text.
- Students give response toward teacher’s explanation about the material.
- Teachers asks to the students make a group discussion 3 or 4 people in one group, and do the task about rearrange the sentences into a good story.
- Students do the task that the teacher gave.
- Teacher asks that they are going to watch animation film entitled “Jaka Tarub”.
- Teacher plays the animation film.
- Teacher asks to the students make a note while they are watching film
- Students pay attention when they are watching animation film, the students make a note while they are watching the film.
- Teacher asks students write a narrative text based on the film.
- Students write a narrative text based on the animation film that they have been watched.

c. Post-teaching:

- Teacher asks the student difficulties.
- Teacher reviews topic today.
- Teacher closing the lesson.
- Praying



## G. Sources / Material / Tool

- a. Source book,
- b. Animation film, infocus and screen,
- c. Paper sheets

## H. Instruments

*1. Work in groups of three or four. Rearrange the sentences below to make a good story.*

1. Calon Arang had a daughter. Her name was Ratna Mangali. She was very beautiful. Yet, nobody wanted to marry her because they were afraid of her mother. People began to talk about Ratna Mangali.
2. In Girah village, there lived an old woman. Her name was Calon Arang. She was a powerful woman. She had a magical power.
3. The king sent his best soldiers to arrest Calon Arang but they failed.
4. Calon Arang did not like people talking about her daughter. She loved Ratna Mangali very much. She heard people talking about her daughter. She got angry. She cursed the village. People got ill and died.
5. The king called Mpu Baradah. The king asked for his help.
6. Mpu Bahula asked Ratna Mangali to steal her mother's magic book while Calon Arang was sleeping. Ratna Mangali stole her mother's magic book and gave it to her husband.
7. Mpu Baradah sent his student, Mpu Bahula to Girah village.
8. Mpu Bahula gave the book to Mpu Baradah.
9. Mpu Baradah told Mpu Bahula to marry Ratna Mangali.
10. Mpu Baradah knew Calon Arang's magic secret. He came to Girah village. Calon Arang and Mpu Baradah had a fight. Calon Arang lost the fight because she did not have her magical book anymore. That was the end of Calon Arang.
11. Calon Arang was very happy when Mpu Bahula proposed to Ratna Mangali. She knew that people would not talk about her daughter anymore. She gave her daughter a big wedding party.
12. Story about Calon Arang reached the king.

**B. Answer the questions below!**

1. Where is the story from?
2. Was Calon Arang a powerful woman?
3. Who was Ratna Mangali?
4. Who is married Calon Arang's daughter?
5. Who killed Calon Arang?

**C. Write down a narrative text of "Jaka Tarub" story with your own words on your paper in about 200-250 words!**

Form : written

Technique : students are assigned to write a narrative text

**I. Assement Guidelines**

**Scoring Mode**

**I. Task A**

- Each right answer give score = 5
- Total score  $12 \times 5 = 60 + 40 = 100$
- Maximal score = 100

**II. Task B**

- Each right answer give score = 20
- Total score  $5 \times 20 = 100$
- Maximal score = 100

**III. Task C**

Form : written

Technique : students are assigned to write a narrative text

No.	Indicator	Technique	Type	Instrument
1.	Write a simple short text of narrative text with rhetoric steps correctly.	Essay	Individual Task	<i>Write the story of Jaka Tarub based on your own words on your paper in about 200-250 words!</i>

<b>Component</b>	<b>Level</b>	<b>Criteria</b>
<b>CONTENT</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>ORGANIZATION</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed
<b>VOCABULARY</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>LANGUAGE USE</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>MECAHNICS</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.

- High level @ component – 4 in each component
- Total component – 5 component
- Score student (KKM) – Total point student x 5
- Maximal score = 100

Cinangka, 24 April 2015

English Teacher



(.....)

Researcher



(..... S, S Pd)

# LESSON PLAN

## Cycle I(Third Meeting)

<b>School</b>	: SMAN 1 Cinangka
<b>Subject</b>	: English
<b>Class/Semester</b>	: XI/ Semester 2
<b>Skill Focus</b>	: Writing
<b>Topic</b>	: Narrative Text
<b>Allocation of Time</b>	: 2x45 minutes (90 minutes)

### A. Standard of Competence :

#### Writing

Expressing meaning in short functional text and writing essay in simple form of narrative in the context of daily life.

### B. Basic Competence :

Expressing the meaning and rhetorical steps accurately, fluently, and acceptable by using a variety of written language in the content of daily life in the form of narrative text.

### C. Learning Objectives

By the end of the lesson, the students will have been able to:

1. Write a narrative text.

Characters : - Trustworthiness  
- Respect  
- Diligence  
- Responsibility  
- Independent

## **D. Learning Material**

- a. Definition of narrative text
- b. Generic structure narrative text:
  - Orientation
  - Complication
  - Resolution
- c. Language features of narrative text:
  - The use of past tense
  - The use of action verb
  - The use of adjective and adverb
  - The use of direct speech
- d. Watch the animation film of a "Bawang Merah and Bawang Putih" story on the screen carefully!

(Didalam animation film tersebut peserta didik akan di bantu dengan subtitle).

### **Instruction:**

Write down a narrative text of "Bawang Merah and Bawang Putih" story with your own words on your paper!

## **E. Learning Method / Technique**

Method / Technique : Three phase technique

## **F. Learning Activities**

- a. Pre-teaching:
  - Teacher opens the lesson by greeting and praying
  - Teacher asks about the student's condition.
- b. While-teaching:
  - Teacher brainstorm the student's knowledge by asking question related to the material about narrative text.
  - Students are active to participate in teaching and learning activity
  - Teacher explains about narrative text and generic structure of narrative.
  - Students give response toward teacher's explanation about the material.
  - Teacher asks that they are going to watch animation film entitled "Bawang Merah and Bawang Putih".
  - Teacher plays the animation film
  - Teacher asks to the students make a note while watching film and find out the generic structure from the story on film that they watched.
  - Students pay attention when they are watching animation film, the students make a note while they are watching the film.
  - Teacher asks to the students write a narrative text based on the film.
  - Students do the task that given by teacher, write a narrative text based on the animation film that they have been watched.

c. Post-teaching:

- Teacher asks students difficulties.
- Teacher reviews topic today.
- Teacher closing the lesson.
- Praying.

**G. Source / Material / Tool**

- a. Source book,
- b. Animation film, infocus and screen,
- c. Paper sheets

**H. Instrument**

A. Form : written

Technique : students are assigned to write a narrative text

No.	Indicator	Technique	Type	Instrument
1.	Write a simple short text of narrative text with rhetoric steps correctly.	Essay	Individual Task	<i>Write the story of Bawang Merah and Bawang Putih based on your own words on your paper in about 200-250 words!</i>

**Scoring mode**

Component	Level	Criteria
<b>CONTENT</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
	4	Excellent to very good
	3	Good to Average

<b>ORGANIZATION</b>	2	Fair to poor
	1	Very poor
	0	Failed
<b>VOCABULARY</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>LANGUAGE USE</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>MECAHNICS</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor.
	0	Failed.

- High level @ component = 4 in each component
- Total component = 5 component
- Score student (KKM) = Total point student x 5
- Maximal score = 100

Cinangka, 28 April

2015

English Teacher

Researcher

*Ulmi K*  
(.....)

*Dina S, SPd*  
(.....)



# LESSON PLAN

## Cycle 2 (First Meeting)

<b>School</b>	: SMAN 1 Cinangka
<b>Subject</b>	: English
<b>Class/Semester</b>	: XI/ 2
<b>Skill Focus</b>	: Writing
<b>Topic</b>	: Narrative Text
<b>Allocation of Time</b>	: 2x45 minutes (90 minutes)

### A. Standard of Competence:

#### Writing

Expressing meaning in short functional text and writing essay in simple form of narrative in the context of daily life.

### B. Basic Competence

Expressing the meaning and rhetorical steps accurately, fluently, and acceptable by using a variety of written language in the content of daily life in the form of narrative text.

### C. Learning Objectives

By the end of the lesson, the students will have been able to:

1. Write a narrative text.

Characters : - Trustworthiness  
- Respect  
- Diligence  
- Responsibility  
- Independent

### D. Learning Material

- a. Definition of narrative text
- b. Generic structure narrative text:
  - Orientation
  - Complication
  - Resolution

- c. Language features of narrative text:
- The use of past tense
  - The use of action verb
  - The use of adjective and adverb
  - The use of direct speech
- d. Watch the animation film of a "Pinnochio" story on the screen carefully!  
(Didalam animation film tersebut peserta didik akan di bantu dengan subtitle).

### SOAL

Instruction:

Write down a narrative text of "Pinnochio" story with your own words on your paper!

### **E. Lesson Method / Technique**

Method / Technique : Three phase technique

### **F. Learning Activities**

a. Pre-teaching:

- Teacher opens the lesson by greeting and praying
- Teacher asks about the students condition

b. While-teaching:

- Teacher asks about the fairy stories that they have heard(Brainstorming)
- Teacher explains about narrative text and generic structure of narrative, and teacher gives the example of the story "Aladin and the magic lamp", and gives some question related to the text.
- Students give response toward teacher's explanation about the material.
- Teacher asks that they are going to watch animation film entitled "Pinnochio"
- Teacher plays the animation film
- Teacher asks to the students make a note while watching film
- Students pay attention when they are writing animation film, and students make a note while they are watching the film.
- Teacher asks to the students write a narrative text based on the film.
- Students do the task that given by teacher, write a narrative text based on the animation film that they have been watched.
- Students do the task that given by teacher, write a narrative text based on the animation film that they have been watched.

c. Post-teaching:

- Teacher asks students difficulties.
- Teacher reviews topic today.
- Teacher closing the lesson.
- Praying.

### G. Teaching Aids and Resources

- a. Teaching aids: paper sheet, animation film, infocus and screen

### H. Instrument

- A. Answer the question below related of "Aladin and the Magic Lamp" story!
- B. Write down a narrative text of "Pinocchio" story with your own words on your paper in about 200-250 words!

### L. Assessment

#### Scoring mode

##### A. Task I (A)

- Each the right answer give score = 10
- Total score  $10 \times 10 = 100$
- Maximal score = 100

##### B. Task II (B)

Form : written

Technique : students are assigned to write a narrative text

No.	Indicator	Technique	Type	Instrument
1.	Write a simple short text of narrative text with rhetoric steps correctly.	Essay	Individual Task	<i>Write the story of Pinocchio based on your own words on your paper in about 200-250 words!</i>

Component	Level	Criteria
<b>CONTENT</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>ORGANIZATION</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor

	0	Failed
VOCABULARY	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
LANGUAGE USE	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
MECAHNICS	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.

- High level @ component = 4 in each component
- Total component = 5 component
- Total point students =  $4 \times 5 = 20$
- Score student (KKM) = Total point student x 5
- Maximal score = 100

Cinangka, 01 May 2015

English Teacher

Researcher

*Elmi R.*  
 (.....)

*Mina S. Spd*  
 (.....)

# LESSON PLAN

## Cycle 2 (Second Meeting)

<b>School</b>	: SMAN 1 Cinangka
<b>Subject</b>	: English
<b>Class/Semester</b>	: XI/2
<b>Skill Focus</b>	: Writing
<b>Topic</b>	: Narrative Text
<b>Allocation of Time</b>	: 2x45 minutes (90 minutes)

### A. Standard of Competence:

#### Writing

Expressing meaning in short functional text and writing essay in simple form of narrative in the context of daily life.

### B. Basic Competence :

Expressing the meaning and rhetorical steps accurately, fluently, and acceptable by using a variety of written language in the content of daily life in the form of narrative text.

### C. Learning Objectives

By the end of the lesson, the students will have been able to:

1. Write a narrative text.

- Characters : - Trustworthiness  
- Respect  
- Diligence  
- Responsibility  
- Independent

### D. Learning Material

- Definition of narrative text
- Generic structure narrative text:
  - Orientation
  - Complication
  - Resolution

c. Language features of narrative text:

- The use of past tense
- The use of action verb
- The use of adjective and adverb
- The use of direct speech

d. Watch the animation film of a "Cinderella" story on the screen carefully!

(Didalam animation film tersebut peserta didik akan di bantu dengan subtitle).

Instruction:

*Write down a narrative text of "Cinderella" story with your own words on your paper!*

**E. Lesson Method / Technique**

Method / Technique : Three phase technique

**F. Learning Activities**

a. Pre-teaching:

- Teacher opens the lesson by greeting and praying.
- Teacher asks about the student's condition.

b. While-teaching:

- Teacher asks about the fairy stories that they have heard (Brainstorming).
- Students are active to participate in teaching and learning activity.
- Teacher explains about narrative text and generic structure of narrative.
- Students give response toward teacher's explanation about the material.
- Teacher gives example story of "Snow White"
- Students are enthusiastic to the teacher's explanation.
- Teacher asks that they are going to watch animation films entitled "Cinderella".
- Teacher plays the animation film.
- Teacher asks to the students make a note while watching film.
- Students pay attention when they are watching animation film, and students make a note while they are watching the film.
- Teacher asks to the students to identify the generic structure story of "Snow White" and write a narrative text based on the film.
- Students do the task that given by teacher, identify the generic structure story of Snow White and write a narrative text based on the animation film that they have been watched.

c. Post-teaching:

- Teacher asks students difficulties.
- Teacher reviews topic today.
- Teacher closing the lesson.
- Praying.

**G. Sources / Material / Tool**

- Source book
- Animation film, infocus and screen
- Paper sheet

**ii. Instrument**

I. Write down a narrative text of "Cinderella" story with your own words on your paper in about 200-250 wrds!

**Scoring mode**

A. Form : written

Technique : students are assigned to write a narrative text

No.	Indicator	Technique	Type	Instrument
1.	Write a simple short text of narrative text with rhetoric steps correctly.	Essay	Individual Task	<i>Write the story of Cinderella based on your own words on your paper in about 200-250 words!</i>

Component	Level	Criteria
<b>CONTENT</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>ORGANIZATION</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed
<b>VOCABULARY</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor

	1	Very poor
	0	Failed.
<b>LANGUAGE USE</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.
<b>MECAHNICS</b>	4	Excellent to very good
	3	Good to Average
	2	Fair to poor
	1	Very poor
	0	Failed.

- High level @ component = 4 in each component
- Total component = 5 component
- Score student (KKM) = Total point student x 5
- Maximal score = 100

English Teacher

*Uli*

(*Umi Khasanah*)

Cinangka, 08 May 2015  
Researcher

*Mina*

(*Mina Sariana, S. Pd.*)



Content : 3  
Organization : 3  
Language : 2  
Vocab : 2

PRE-TEST

Mechanic : 2

Name  
Class

: Doi Rizka Maulia  
: XI IPA 2

12 ~~10~~ x 5 = 50

Write down a narrative text of "Malin Kundang" story with your own words on your paper in about 150-200 words!

### MALIN KUNDANG

Long time ago, there <sup>lived</sup> lived a son and his mother. a son named is Malin Kundang. Malin Kundang and his mother lived in a small village near the sea, in ~~Sumatera~~ west Sumatera. Malin Kundang is a handsome boy and diligent. His mother very loving Malin Kundang.

One day, when Malin Kundang was <sup>grew</sup> grow up, he decided to get a job. He followed a ship to sailed. He asked permitted to his mother, and he promised to ~~re~~ back and met his mother.

After <sup>for many</sup> formany years, sailed on the ship. Malin Kundang fall in love with a beautiful girl there, and he got married with her. Malin Kundang's wife very rich. One day his wife wanted to know his mother. Malin Kundang back to the village.

An <sup>An</sup> old woman approached Malin Kundang and his wife. She convinced that he is her child, but Malin Kundang didn't <sup>not</sup> believe it, his forgot his mother because his mother was dirty. Malin Kundang <sup>felt</sup> feel shy to his wife, and then he said "Go, from here! I didn't know you. who are you?"

Her mother very angry to his children Malin Kundang. she <sup>decided</sup> decide to go and prayed if she wanted Malin Kundang <sup>became</sup> become a stone. so its <sup>happened</sup> happen.

PRE-TEST

Name : Fitri Yanti  
Class : XI IPA 2

Write down a narrative text of "Malin Kundang" story with your own words on your paper!

Once upon a time, there were lived a son and his mother. He <sup>was</sup> ~~is~~ Malin Kundang and his Mother. They lived in a small village in West Sumatera. Malin Kundang is a handsome boy and diligent.

few years later, when he <sup>grew</sup> ~~was~~ grow up. One day, Malin Kundang went to city. He decided to get a job. He ~~worked~~ <sup>worked</sup> on the ship.

One day, he meet a beautiful princess. And he fall in love to <sup>her</sup> ~~his~~ Anthony. got married and life so very happy. And Malinkundang became a rich man. Unfortunately, Malinkundang forgot his mother.

One day, his mother very angry with Malinkundang because he not consider his mother and rebellious. And then his mother pray if she wanted Malin Kundang become a stone.

And then Malinkundang to regret. And he cryed and ask <sup>for</sup> ~~to~~ sorry to his mother. But the All free. But it was to late.

Content : 2

Organization : 2

Language : 2

Vocabulary : 2

Mechanic : 2

10 x 5 = 50

When he thought that, clothes's stepmother was too far away Bawang Putri,  
try the river to search for it, but did not succeed to find it. With the  
despair he returned to the house and told to his mother.

Post test for the 1<sup>st</sup> Cycle

Content : 4  
Organization : 3  
Language : 3  
vocabulary : 3  
Mechanic : 2

$$\frac{15}{5} \times 5 = 75$$

Name : Aulia Fitriani

Class : XI-IPa2

Write down a narrative text of "Bawang Merah and Bawang Putih" story with your own words on your paper in about 200-250 words!

Long time ago in a village lived a family consisting of father, mother and a beautiful teenage girl named bawang putih (garlic). They are a happy family. Although the father bawang putih (garlic) trades only normal, but they are harmonious and peaceful living. But one day the mother bawang putih (garlic) sick and eventually died. Bawang putih (garlic) very similarly in his father's sorrow.

Live in the village is also a widow who has a child named bawang merah (onion). Since the mother's bawang putih died, bawang merah mother often went to the bawang putih house. He often brings food, bawang merah help tidy the house or just keep bawang putih and shoot the father. Finally bawang putih father thinking that it may be best if he just married mother bawang merah, bawang putih not so lonely anymore. Then bawang putih's father and bawang merah's mother married. Originally bawang merah mother's and bawang merah is very good to bawang putih. However, the nature of long time they began to look authentic. They often bristle bawang putih and gave her a job if the father of bawang putih are going to trade. Bawang putih must do all homework, while bawang merah's mother and bawang merah just sit only. Of course bawang putih never tell to her father.

One day bawang putih's father fell ill and then died. Since that time bawang merah's mother and bawang merah more powerful and haphazardly against to bawang putih. Bawang putih almost never rest. She should wake up before dawn, to prepare the water bath and breakfast for bawang merah and her mother. Then he had to feed the livestock, watering the garden and wash clothes to the river. But he still must iron the clothes, tidy house, and many other jobs. But bawang putih always happy to do the work, because she hopes one day the stepmother will love such as her child own.

This morning as usual bawang putih bring basket containing the clothes in the river will wash. She sang with the small paths in the forest edge of a small regular she walk. They the weather was very bright. Bawang putih immediately wash all the dirty clothes brought. She felt very happy, bawang putih not realize that one of the clothes ~~brought~~ have been brought out flow. Unfortunately

Post test for the 1<sup>st</sup> Cycle

Content : 4  
Organization : 2  
Language : 3  
Vocabulary : 3  
Mechanic : 2

$14 + 5 = 70$

Name : Riki Firmansyah

Class : XI IPA 2

Write down a narrative text of "Bawang Merah and Bawang Putih" story with your own words on your paper in about 200-250 words!

Bawang putih lived with her step mother and her step sister, Bawang merah. Bawang putih's mother died when she was a baby. Her father remarried another woman and later her step sister was born.

Unfortunately, not long after that her father died. Since then, Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped her happily. After everything was finished, the old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl, so she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewels. "Bawang merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin" the step mother asked Bawang merah to do exactly the same as Bawang Putih's experience.

Bawang merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes would bite them. "mom, I think God just punished us. We had done bad things to Bawang Putih - And God didn't like that. We have to apologize to Bawang Putih" said Bawang merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang putih decided to sell all

1. Content	: 4
2. Organisation	: 4
3. Vocabulary	: 4
4. Language	: 3
5. Mechanic	: 3
<hr/>	
	18 x 5 = 90

Name : Hertati Fadhillah  
Class : XI IPA 2

Write down a narrative text of "Cinderella" story with your own words on your paper in about 200-250 words!

Once upon a time there was a beautiful girl named, Cinderella. She lived with her step mother and two step sisters in a village. Cinderella parents were died. Her step mother and two step sisters always bad tempered to Cinderella. They had bad figure. Cinderella step mother asked to the Cinderella to clean they house, washing the clothes and many more.

One day, came the invitation from the palace. The king invited all of the girl to come the ball party. The king wanted Prince of the palace looking for the woman to be his wife. Her step mother and two step sisters Cinderella was happy ~~to~~ accepted the invitation and very enthusiastic to come in that party. Her step mother asked Cinderella to make a beautiful gown for the step sisters. Cinderella very sad because her step mother didn't gave permit Cinderella to come the party.

The ball party came, her step mother and two step sisters went to the ball party. Cinderella felt sad. Fortunately, the god mother came and made the Cinderella very shock. The god mother said that she will help Cinderella to come the party, and she said to Cinderella don't be sad. ~~by~~ Cinderella smile and she stoped cry.

The god mother helped cinderella with ~~the~~ her magic. She changed Cinderella be a beautiful princess and the pumpkin into a beautiful coach, mice into four horses and two coachmen. Cinderella got a beautiful gown.

Cinderella came to ball party and met the prince. The prince was happy to meet Cinderella and invited to Cinderella dance with him. Cinderella and the prince feeling happy and enjoy the dance.

Midnight came and the bell rang. Cinderella must be

go from the party. Cinderella leaved one of the slipper glasses  
The prince sad and he asked

Next day, the prince asked the servants to looking for  
who have  $\neq$  the slipper-glass. All of the house ~~was~~ ~~am~~ were  
arrived. When the servants ~~to~~ came to Cinderella house,  
~~the~~ two step sisters cinderella very happy and  
tried to wear the glass slipper but it doesn't fit for them.  
The prince said to Cinderella mother, ~~what is~~ ~~what~~  
"There was another girl in your house?" asked prince.

~~The~~ Prince looked at Cinderella and Prince wanted  
Cinderella to wear ~~it~~ the glass slipper and  
The glass slipper fit in Cinderella's foot.

Prince looked happy and he said to Cinderella  
IF he wanted to marry with her. Cinderella was so happy.  
And then they live happily ever after.

The Prince came to Cinderella and they danced together, the prince was so happy, because ~~he~~ he ~~was~~ with Cinderella, till in the midnight Cinderella ~~like~~ must go on from the party because Cinderella will change like usually again and the magic will be lost. She ran very quickly and she left the glass slipper.

After the party, the prince looked sad, he wanted to meet again with Cinderella. And then he ordered his servants to look for who has the glass slipper. The servants ~~went~~ visited all of the houses around the castle to look for the girl who ~~wear~~ used the glass slipper. And the last, they visited Cinderella's house, they met with the stepmother of Cinderella and her sister.

Her mother asked her daughter to try the glass slipper, but the glass slipper didn't fit in their feet. Finally, the servants wanted Cinderella to use it...

And the glass slipper fit in her feet and the servant invited Cinderella to come in the castle to meet with ~~her~~ the prince.

The prince was so happy and then he wanted to marry with Cinderella and lived happily ever after.



Content	: 4
Organization	: 4
Vocabulary	: 4
Language	: 8
Mechanic	: 3

Post test for the 2<sup>nd</sup> Cycle

Name : Hertati Fadhliah  
 Class : XI IPA 2

18 x 5 = 90

Write down a narrative text of "Cinderella" story with your own words on your paper in about 200-250 words!

### Cinderella

Once upon a time there was a beautiful girl named cinderella. She lived with step mother and two step sisters. cinderella's parent were dead. Her step mother and her step sisters always bad tempered to cinderella. They had bad figure. Cinderella's step mother always ordered cinderella to do cleaned the house, washed the clothes and many more. Everyday cinderella cried and depest her heart to be patient to face all of it.

One day, came the invitation from the palace. The king invited all of girl in surrounding the palace to join the ball party. The king wanted to the prince can looking for the woman to be his wife. When the invitation arrived in Cinderella's house, her step mother felt so happy and she enthusiastic to come in that party. Her step mother, ordered to cinderella to make a gown for her step sister's, but cinderella only sad, because her step mother didn't gave permission for cinderella to come the party.

The ball party came, cinderella sadness because cinderella can not come to the party. Fortunately, The God mother came and she said - cinderella, don't be sad!, I will help you. And then cinderella smile and she stoped cry.

Cinderella arrived in the castle and she tried to enter the castle. All of people there looked to Cinderella, because in that night Cinderella was beautiful girl there. Cinderella met with the Prince and the prince invited to Cinderella to dance with him. They looked so happy, till the midnight came Cinderella must go from the party. She run very fast and leaved the glass slipper.

At night the Prince looked so sad, because the prince didn't know about the girl who danced with him. One day the prince ordered to ~~the~~ his servant's to looking for the girl who danced with him. The servant's arrived the house surrounding the castle to looking for the girl who have the glass slipper. One by one the girl tried to use it, but ~~didn't~~ ~~it~~ they didn't fit to use it. Finally they came in Cinderella's house and the servants ordered the girl in that home to use the glass slipper, ~~the~~ Cinderella's step sister's tried to use it but they didn't fit to glass slipper, at last cinderella who tried to used it and then all of people there very shocked, ~~and~~ a apperantly, Cinderella who Prince looked. Finally the Prince brought Cinderella in the castle and they got married and lived happily ever after.

Post test for the 2<sup>nd</sup> Cycle

Name : Voni Asih  
Class : XI IPA 2

Content = 4  
Organization = 4  
Language = 3  
Vocabulary = 3  
Mechanic = 3

17 x 5 = 85

Write down a narrative text of "Cinderella" story with your own words on your paper in about 200-250 words!

### Cinderella

One day lived a young girl named Cinderella. Her father and her mother were died. She lived with her step mother and two step sister's. They did Cinderella very badly. Everyday Cinderella did home work, like washed the clothes, cleaned the house till she cooked for them.

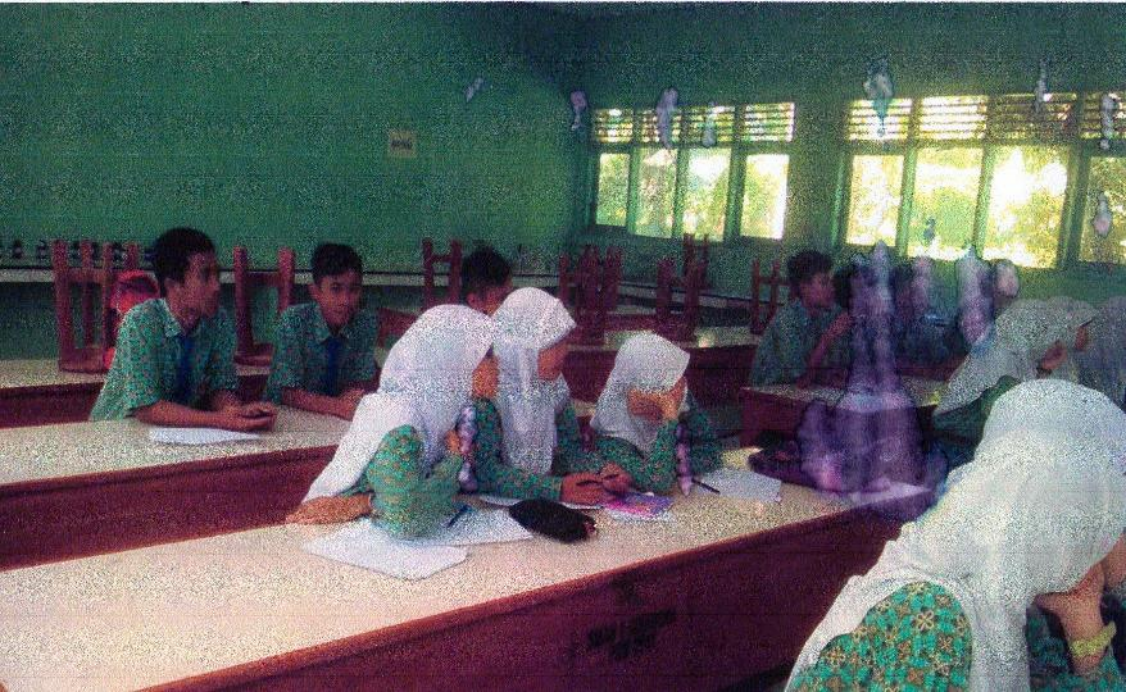
Next day, invitation from the castle came in the Cinderella's house. The invitation filled if the king inviting all the girl to come in the castle in ball party. Her step mother and two stepsister's of Cinderella very happy to hear that. They were very enthusiastic to come the ball party. But her step mother didn't permitted to Cinderella come in that party. Cinderella was very sad and she cried.

The day of the ball party came, Cinderella just looked from the room when the step sister's prepared and weared the beautiful gown. Cinderella into his room and she cried again. Suddenly, the God mother appeared in front of Cinderella. Cinderella was very shocked and she said "Who are you?". The God mother answered "don't be angry darling, I'm here, I want to help you ~~in order to~~ to come the ball party. Cinderella smiled and she said "what must I do?". The God mother said you must prepared a pumpkin and six mice, and I can help you to change the pumpkin became a beautiful coach and six mice became white horse and two coachmen. And God mother gave Cinderella beautiful gown.

Cinderella was very happy to come the ball party. she wanted to meet the Prince there. Cinderella reminded about the message that god mother gave  $\Rightarrow$  if Cinderella must go on in the midnight

















**KEMENTERIAN PENDIDIKAN NASIONAL**  
**UNIVERSITAS SULTAN AGENG TIRTAYASA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**




Alamat : Jl. Raya Jakarta Km. 4 Pakupatan Telepon (0254) 280 330 Ext. 111 Serang

**ACARA KEGIATAN BIMBINGAN SKRIPSI**

Nama	: Umi Khasanah
NIM	: 2223 080115
Program Studi	: English Department
Pembimbing I	: Dr. Yudi Junardi, M.Pd
Pembimbing II	: Rosmania Rima, M.Pd

*Improving students Ability in Writing Narrative text through Animation film at eleventh grade of SMA Negeri 1 Ciarangka*

No.	Tanggal	Materi Bimbingan	Tanda Tangan		Keterangan
			Pembimbing I	Pembimbing II	
	26/12/12				
1.	28/12/12	Find more literatures about Film : genre Revise the way of quoting			pe
2.	28/12/12	write report I	pe		
3.	08/01/13	write report II & III	pe		
4.	28/01/13	write report II	pe		
5.	09/02/13	Ace Juniar	pe		
6.	06/2/13	Revise the instruments Consider the time allocation for watching movie + ppt.			pe
7.	1/8/13	Revise the observation sheet			pe
8.	8/7/13	Ace for Exam			pe

No.	Tanggal	Materi Bimbingan	Tanda Tangan		Keterangan
			Pembimbing I	Pembimbing II	
9.	25/15 /6	Acc for essay			
10.	26/06/15	Final Drafting			
	30/06/15	Acc for examination			



UNIVERSITAS SULTAN AGENG TIRTAYASA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Kampus I : Jl. Raya Jakarta Km. 4 Telp. (0254) 280330 Ext. 111 Serang

Kampus II : Jl. Raya Ciwaru No. 25 Serang

Telp. (0254) 7910005/7910008 Fax (0254) 281254

website : www.fkip.untirta.ac.id email : surat@fkip.untirta.ac.id

ANNOUNCEMENT  
RESULT OF PAPER EXAMINATION

Number: 01065/UN43.2/KM/2015

The Dean of Teacher Training and Education Faculty of Sultan Ageng Tirtayasa University declares that:

Name : Umi Khasanah  
Student's Number : 2223080115  
Department : English Education

Has **PASSED** / ~~PASSED WITH CONSIDERATION~~ / ~~FAILED~~ research paper examination , entitled:  
*"Improving Students' Ability through Animation Film in Writing Narrative Text at Eleventh Grade SMA Negeri 1 Cinangka"* , that has been conducted on, July 2nd, 2015 with the score: **B (78,04)**

That the announcement is declared probably it can be used for the stated purposes.

Serang, July 2<sup>th</sup>, 2015

Dean,

**Dr. H. Suherman, M.Pd.**

NIP. 19590214 198503 1 003

c.c:

1. Head of Department
2. Head of English Education Program
3. Archives



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS SULTAN AGENG TIRTAYASA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Kampus I : Jl. Raya Jakarta Km. 4 Telp. (0254) 280330 Ext. 111 Serang  
Kampus II : Jl. Raya Ciwaru No. 25 Serang  
Telp. (0254) 7910005/7910008 Fax (0254) 281254  
website : www.fkip.untirta.ac.id email : surat@fkip.untirta.ac.id

**SURAT KETERANGAN LULUS UJIAN SARJANA  
TAHUN AKADEMIK 2014/2015**

Nomor : ~~01125~~ /UN43.2/KM/2015

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sultan Ageng Tirtayasa dengan ini menerangkan bahwa:

Nama : **Umi Khasanah**  
NIM : 2223080115  
Tempat, Tanggal Lahir : Serang, 19 Februari 1990  
IPK : 3,19  
Alamat : Kp. Gudang Kopi Barat Desa Anyar

Adalah mahasiswa Jurusan/Program Studi Pendidikan B. Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sultan Ageng Tirtayasa dan telah **LULUS** dalam Ujian Sarjana pada tanggal 2 Juli 2015.

Surat keterangan ini diberikan kepadanya sebagai pengganti Ijazah Asli yang baru akan diberikan di kemudian hari dengan menukarkan surat keterangan ini.



Serang, 9 Juli 2015

Dekan,

**Dr. H. Suherman, M.Pd.**  
NIP 19590214 198503 1 003



PEMERINTAH KABUPATEN SERANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH ATAS  
**SMA NEGERI 1 CINANGKA**  
**TERAKREDITASI "A" (No. 61/BAP-S/M-SK/II/2014)**  
*Jln. Karang Bolong-Ciparay Kec. Cinangka Serang 42467 Telp (0254) 651451 Fax (0254) 651467*  
**CINANGKA**

**SURAT KETERANGAN**

Nomor : 422/371.a/SMAN 1 CINANGKA

Yang bertanda tangan di bawah ini :

Nama : Drs. H. AGUS RUSTAMANA, M.Pd, M.Si  
NIP : 196510051989031021  
Pangkat/Gol : IV/b  
Jabatan : Kepala SMAN 1 CINANGKA

*Menerangkan bahwa :*

Nama : **UMI KHASANAH**  
NIM : 2223080115  
Jurusan : PENDIDIKAN BAHASA INGGRIS

Adalah benar yang bersangkutan telah mengadakan penelitian dalam rangka penyelesaian tugas akhir (Penulisan Skripsi) yang berjudul **"IMPROVING STUDENTS ABILITY IN WRITING NARRATIVE TEXT THROUGH ANIMATION FILM AT ELEVENTH GRADE OF SMA NEGERI 1 CINANGKA"** selama 14 Hari dari tanggal 8 April 2015 s.d 3 Mei 2015.

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Cinangka, 3 Mei 2015  
Kepala SMAN 1 Cinangka,  
  
*[Signature]*  
**Drs. H. AGUS RUSTAMANA, M.Pd, M.Si**  
NIP. 196510051989031021



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS SULTAN AGENG TIRTAYASA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Kampus I : Jl. Raya Jakarta Km. 4 Teip. (0254) 280330 Ext. 111 Serang

Kampus II : Jl. Raya Ciwaru No. 25 Serang

Telp. (0254) 7910005/7910008 Fax (0254) 281254

website : [www.fkip.untirta.ac.id](http://www.fkip.untirta.ac.id) email : [surat@fkip.untirta.ac.id](mailto:surat@fkip.untirta.ac.id)

Nomor : 344 /UN.43.2/KK/ 2015

26 Juni 2015

Lampiran :

Hal : Permohonan Penelitian Tugas Akhir / Skripsi

Kepada Yth,  
Kepala Sekolah SMA Negeri 1 Cinangka

Di  
Cinangka

Sehubungan dengan rencana Penyusunan Tugas Akhir/Skripsi bagi mahasiswa kami, dengan ini mengajukan permohonan tempat penelitian di Perusahaan/Lembaga yang Bapak/Ibu pimpin.

Adapun data mahasiswa yang bersangkutan adalah sebagai berikut.

Nama : UMI KHASANAH  
NIM : 2223080115  
Fakultas : FKIP  
Jurusan/Program Studi : Pendidikan Bahasa Inggris  
Semester : Genap  
Telepon / HP : 087772456203  
Durasi (Lama Penelitian) : 3 minggu

Rencana Topik : "IMPROVING STUDENTS ABILITY IN WRITING NARRATIVE TEXT THROUGH ANIMATION FILM AT ELEVENTH GRADE OF SMA NEGERI 1 CINANGKA"

Demikian permohonan kami sampaikan atas kerjasamanya dan perhatian Bapak/Ibu kami ucapkan terima kasih.

Wakil Dekan Bidang Akademik



**Dr. Yudi Juniardi, M.Pd.**  
NIP. 197406052003121001